

# **BASIC EDUCATION FORECAST**

ADOPTED NOVEMBER 12, 2003



**STATE OF WASHINGTON • CASELOAD FORECAST COUNCIL  
DECEMBER 2003**

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*PREPARED BY THE CASELOAD FORECAST COUNCIL*

# **BASIC EDUCATION FORECAST**

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# BASIC EDUCATION FORECASTS

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## **PREFACE – THE CASELOAD FORECAST PROCESS**

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The Caseload Forecast Council was established by the Washington State Legislature in 1997 (Substitute Senate Bill 5472) and was charged with forecasting the entitlement caseloads for the State of Washington. An entitlement caseload is defined as “. . . the number of persons expected to meet entitlement requirements and require the services of public assistance programs, state correctional institutions, state correctional non-institutional supervision, state institutions for juvenile offenders, the common school system, long-term care, medical assistance, foster care, and adoption support” (RCW 43.88C.010(7)). By law, forecasts adopted by the Caseload Forecast Council “. . . shall be the basis of the governor’s budget document as provided in RCW 43.88.030 and utilized by the legislature in the development of the omnibus biennial appropriations act” (RCW 43.88C.020(5)).

The Caseload Forecast Council consists of six members: two appointed by the Governor, and four appointed by the chairperson of each of the two largest political caucuses in the Senate and House of Representatives. The Council meets at least three times a year to adopt official forecasts. The Caseload Forecast Council adopted the K-12 Basic Education forecast on November 13, 2002. This forecast is the responsibility of the Caseload Supervisor and the Caseload Forecast Council.

The Caseload Forecast Council is committed to facilitating the free flow of information and legislative and executive input into the forecasting process. To accomplish this, technical workgroups have been established. These technical workgroups consist of staff from the CFC, Office of Financial Management (OFM), legislative fiscal and policy committees, the Legislative Evaluation and Accountability Program Committee (LEAP) and (depending on the specific forecast) staff from the Department of Social and Health Services, Department of Corrections, and the Superintendent of Public Instruction, and any one else interested in participating.

The technical workgroups meet frequently to provide an arena in which to attempt consensus on all aspects of the forecast process. These meetings are intended to provide an opportunity for input into the assumption setting and decision making processes, not as a forum for presenting decisions which have already been made. All substantive decisions regarding the caseload forecasts are discussed at the workgroup meetings. Such decisions include:

- Assumptions underlying each forecast.
- The specific model and the time period for evaluation, and
- Incorporation of policy changes into the forecast.

The caseload forecasts developed through the technical workgroup process are presented to a formal, statutory workgroup that meets one to two weeks prior to each Council meeting. This formal workgroup is defined in RCW 43.88C.030(2), and consists of one senior staff member or agency head from OFM, Senate Ways and Means Committee, House Appropriations Committee, LEAP, DSHS, Department of Corrections, and Superintendent of Public Instruction.

## **EXECUTIVE SUMMARY**

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### **CFC WORK GROUP PROCESS**

This 2003 - 2005 Biennium Basic Education forecast was developed under a work group process to facilitate input from executive, legislative and program staff. Members of the technical work group meet periodically to review the forecast models, data, and assumptions. The assumptions underlying the forecast represent a consensus among work group members.

### **BASIC EDUCATION ENROLLMENT HIGHLIGHTS**

The Caseload Forecast Council (CFC), under RCW 43.88C, adopts caseload forecasts for K-12 basic education. The House, Senate, and Governor use the CFC forecast as the basis for development of biennial budget proposals. Included in this document are separate CFC forecasts for basic Education Enrollment, Special Education Enrollment, and Bilingual Enrollment.

### **BASIC K-12 ENROLLMENT**

Basic Education enrollment is forecast to continue to increase slightly throughout the next three years. The estimated average annual full-time equivalent (FTE) enrollment for the last full school year, 2002-03, is estimated<sup>1</sup> to be 958,936.<sup>2</sup> The forecast increases 2,812 to 961,748 in the current 2003-04 school year and 3,603 to 965,351 in 2004-05.

The current Basic Education forecast is based on the October 2003 public school enrollment, the November 2003 State Population Forecast, and the September 2003 Employment Estimates and Forecasts of the Economic and Revenue Forecast Council.

### **SPECIAL EDUCATION ENROLLMENT**

The Special Education enrollment forecast reflects two categories of students: ages 0 to 2 and ages 3 to 21. The state limits the basic funding caseload for age 3-21 special education in each school district to 13.0 percent of the district's total K-12 enrollment. Districts may apply for additional separate "safety net" funding as long as they can demonstrate additional program costs and needs not covered by the base formula. The CFC forecast is for the age 0-2 and age 3-21 funded special education caseload. Special Education enrollment is expected to continue to grow through the 2003-2005 Biennium.

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<sup>1</sup> District enrollment figures are subject to revision until "frozen" in January of the year following the school year. 2002-03 enrollment figures will not be finalized until January 2004.

<sup>2</sup> K-12 caseload includes K-12, Running Start, Private and Home-based, Summer School, and UW Transition Program.

## **BILINGUAL ENROLLMENT**

The transitional bilingual instruction program operates under the authority of RCW 28A.180.060 and as detailed in Chapter 392-160 WAC. As specified in the WAC, the transitional bilingual instruction program provides services to students who have a primary language other than English and have English language skill deficiencies, which impair their learning in regular classrooms. Competence in English language skills is the major objective of the program. Instructional assistance is restricted to those students most in need of help because they are non-English speaking or because they are other language dominant and very limited English speaking.

The Bilingual Enrollment forecast is based on historical trends in bilingual enrollment as a percent of K12 enrollment. It assumes no change in school district policies, laws, funding, or services incentives that affect bilingual enrollment growth. Bilingual enrollment has continued to grow as a percent of K12 enrollment, reflecting both an increase in average length of stay (LOS) in the program, and the disproportional in-migration of children from foreign countries where English is not the primary language.<sup>3</sup> Bilingual enrollment, as a percent of K-12 enrollment, is forecast to continue to increase from 7.0 percent in 2003-04 to 7.3 percent in 2004-05.

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<sup>3</sup> For example, in 2000, 27,300 individuals migrated to Washington from outside the United States while 22,400 migrated from within the U.S.

## SECTION I

### FORECAST FOR K-12 ENROLLMENT

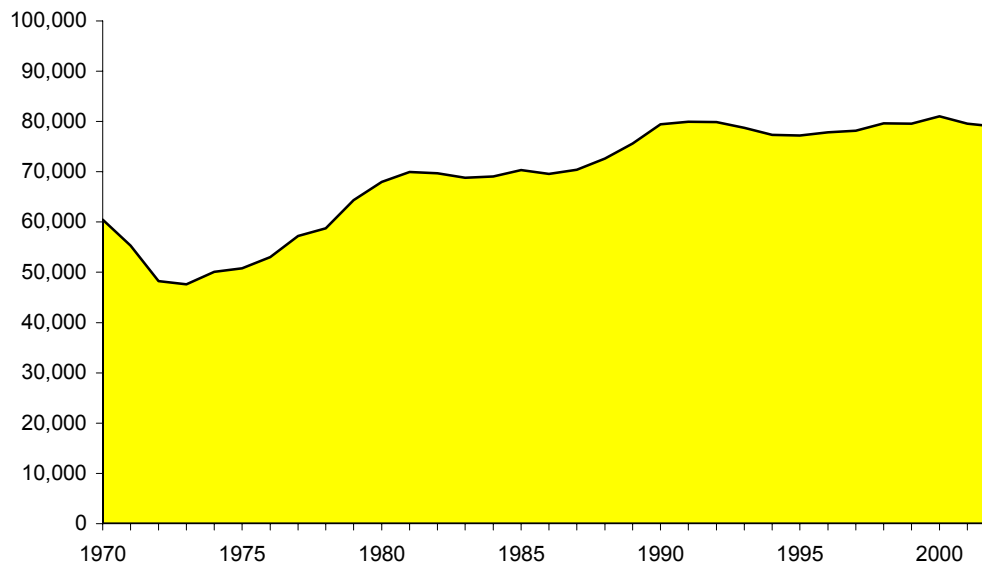
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The 2003-2005 Biennium Caseload Forecast Council (CFC) forecast for kindergarten through grade 12 (K-12) enrollment is based on the October 2003 public school enrollment, the November 2003 Office of Financial Management (OFM) State Population Forecast, and the September 2003 Economic and Revenue Forecast Council (ERFC) employment estimates and forecasts.

#### K-12 ENROLLMENT OVERVIEW

Public school enrollment is primarily determined by the demographics of births and migration. A change in the number of annual births is first felt in school enrollments five years later when the birth cohort reaches kindergarten age; the impact continues for thirteen years as the cohort passes through the education system. Migration, the other major demographic factor affecting schools, has a more immediate effect. When the economy is good, families move to the state swelling the school rolls; when the economy sours, school enrollments reflect the departure of families seeking economic opportunities in other states. Together, births and migration are the primary determinants of school enrollment.

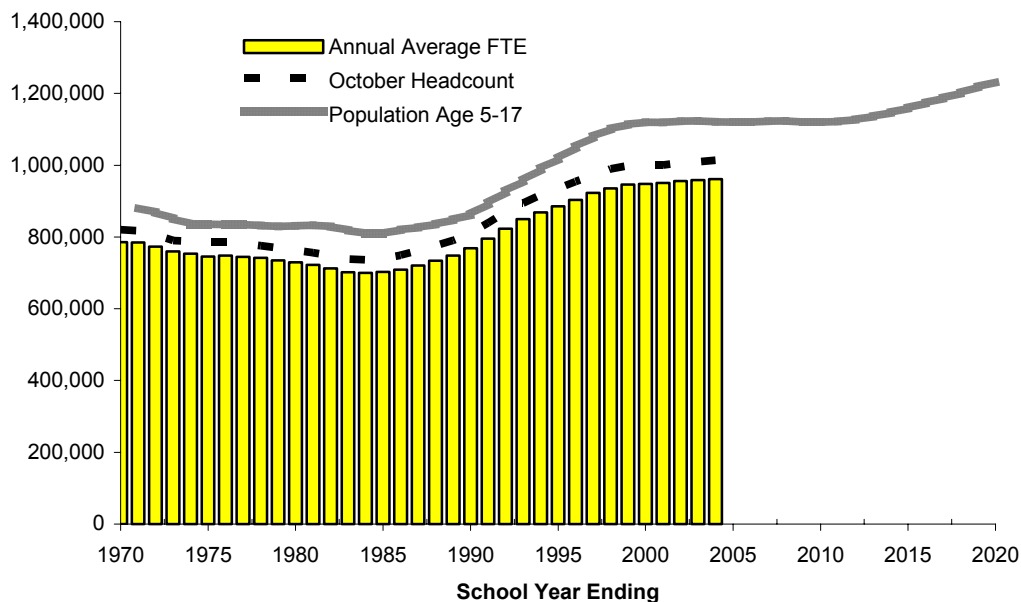
**Figure 1. Washington State Live Births by Year: 1970-2000**



The current K-12 forecast reflects the beginning of the impact of over ten years (1990-2002) of relatively constant annual births. As a consequence, the rapid growth in K-12 enrollment has ended; enrollment is expected to remain relatively constant for several years until the impact of the slow growth in annual births since 1996 begins to become evident in K-12 enrollments. Until

the number of annual births change, the major demographic factors affecting K-12 enrollment will be net migration and crossover from public to private schools.

**Figure 2. School-Age Population and K-12 Enrollment: Actual and Forecast**



## FORECAST

The Caseload Forecast Council forecasts K-12 Basic Education enrollments in terms of average annual full time equivalents (FTEs) of classroom instruction (Table 1 and 2). In practice, headcounts are also forecast as a step in the process of developing FTE estimates (Table 3). Both HC and FTE enrollment follow the state's 5 to 17-year old population (Figure 1). Differences over time between enrollment and population are due to variable enrollments in private schools and home-schooling, drop-out rates, and part-time school participation.

FTEs, which parallel the age 5-17 population less closely than headcount, are used for budgetary purposes to provide a more equitable funding formula. Average annual FTE enrollment is about 95 percent of headcount enrollment, due to half-day attendance of kindergarten students, fewer classes taken by students approaching graduation, early graduation, dropouts, and suspensions during the school year, and participation in college classes through Running Start.

**Table 1. Average Annual K-12 FTE Enrollment**  
**November 2002 Estimate and Forecast**

		Number	% Change
1997-1998	Actual	936,435	1.4%
1998-1999	Actual	946,385	1.1%
1999-2000	Actual	948,485	0.2%
2000-2001	Actual	951,033	0.3%
2001-2002	Actual	956,567	0.6%
2002-2003	Estimate	958,936	0.2%
2003-2004	Forecast	961,748	0.3%
2004-2005	Forecast	965,351	0.4%

*NOTE: includes running start, private and homebased, summer, and UW transition enrollments.*

**Table 2. Average Annual K-12 FTE Enrollment: Detail**

Grade/ Program	1997-98 Actual	1998-99 Actual	1999-00 Actual	2000-01 Actual	2001-2002 Actual	2002-2003 Estimate	2003-2004 Forecast	2004-2005 Forecast
K-12 Public School AA FTE	929,605	938,829	940,493	942,436	947,582	949,498	952,055	955,147
Running Start AA FTE	6,251	7,001	7,467	7,938	8,306	8,801	9,055	9,395
Special Education AA HC	111,258	113,254	115,257	116,709	118,519	120,678	121,336	122,026
Bilingual AA Headcount	47,975	52,040	55,656	59,514	62,522	66,253	71,391	75,361
<b>Components of Total K-12 AA</b>								
K-12	929,605	938,829	940,493	942,436	947,582	949,498	952,055	955,147
Private & Homebased	189	125	139	185	169	100	100	100
Summer	347	390	347	434	467	467	467	467
Running Start AA FTE	6,251	7,001	7,467	7,938	8,306	8,801	9,055	9,395
UW Transition	43	41	38	40	43	71	71	71
Total K-12 AA FTE	936,435	946,385	948,485	951,033	956,567	958,936	961,748	965,180
K-12 Change	12,968	9,950	2,100	2,548	5,535	2,369	2,812	3,603
% K-12 Change	1.4%	1.1%	0.2%	0.3%	0.6%	0.2%	0.3%	0.4%

## DRIVERS OF ENROLLMENT CHANGE

The number of births in the state is the single largest demographic factor affecting school enrollment. Children born in Washington State account for over 90 percent of the students enrolled in public schools. Migration and “crossover,” the movement of students from private schools or home schooling to public schools, are the other two major sources of enrollment entries that impact annual net changes in enrollment as a birth year cohort advances through K-12 school grades. The principal sources of enrollment exits are dropouts and twelfth grade exits.

**Table 3. Summary of October Headcount Components of Enrollment Change**

October:	1988	1989	1990	1991	1992	1993	1994	1995
Headcount Enrollment Grades 1-12	790,491	809,764	839,404	868,676	894,756	917,014	936,257	954,202
Change From Prior Year	14,572	19,273	29,640	29,272	26,080	22,258	19,243	17,945
Components of Enrollment Change								
1. Entrants and Exits								
Grade 1 minus Grade 12	10,541	12,201	16,391	19,741	19,105	17,475	15,685	14,790
First Grade Entrants	70,708	71,843	71,939	73,150	73,910	73,198	73,707	75,735
Births 6 Years Prior	69,681	68,794	69,059	70,357	69,572	70,409	72,660	75,595
Grade 1/Births Ratio	1.01474	1.04432	1.04170	1.03970	1.06235	1.03961	1.01441	1.00185
Prior Year Grade 12 Exits	60,167	59,642	55,548	53,409	54,805	55,723	58,022	60,945
Change From Prior Year								
2. Grade 1 to Grade 2 (Retention/Migration)	-2,060	-1,348	-233	-54	171	45	-46	65
Grade 2/Grade1 Ratio	0.96990	0.98094	0.99676	0.99925	1.00234	1.00061	0.99937	1.00088
3. Grades 2-7 to Grades 3-8 (Migration/Crossover)	6,018	8,083	9,576	7,265	6,588	4,448	3,182	2,629
3-8/2-7 Ratio	1.01713	1.02196	1.02462	1.01778	1.01552	1.01017	1.00715	1.00586
4. Grade 8 to Grade 9 (Crossover)	3,613	3,953	4,855	5,238	5,753	4,744	5,001	5,224
Grade 9/Grade 8 Ratio	1.06624	1.07099	1.08587	1.08505	1.09119	1.07060	1.07090	1.07175
5. Grades 9-11 to Grades 10-12 (Migration/Crossover)	-4,575	-3,551	-3,033	-3,931	-5,369	-5,096	-6,623	-6,778
10-12/9-11 Ratio	0.97408	0.97917	0.98226	0.97766	0.97083	0.97343	0.96698	0.96750
Kindergarten Enrollment	65,971	65,906	67,990	69,003	68,835	69,477	71,521	73,536
Births 5 Years Prior	68,794	69,059	70,357	69,572	70,409	72,660	75,595	79,468
Kindergarten/Births Ratio	0.95896	0.95434	0.96636	0.99182	0.97764	0.95619	0.94611	0.92535
Total K-12 Headcount Enrollment	790,491	809,764	839,404	868,676	894,756	917,014	936,257	954,202
Total Avg. Annual FTE Enrollment	748,418	768,356	795,404	823,040	849,759	868,298	885,609	903,453
Avg. Ann. FTE/Headcount Ratio	0.94678	0.94886	0.94758	0.94747	0.94971	0.94688	0.94590	0.94682



**Table 3. Summary of October Headcount Components of Enrollment Change (continued)**

October:	1996	1997	1998	1999	2000	2001	2002	2003	2004
Headcount Enrollment Grades 1-12	975,317	990,165	998,926	1,000,438	1,000,578	1,006,276	1,009,305	1,014,082	1,018,046
Change From Prior Year	21,115	14,848	8,761	1,512	140	5,698	3,029	4,777	3,964
Components of Enrollment Change									
1. Entrants and Exits									
Grade 1 minus Grade 12	15,727	12,391	10,127	6,490	1,752	2,272	66	-1,018	-1,843
First Grade Entrants	78,084	78,005	77,960	75,906	73,453	73,734	72,620	74,071	75,300
Births 6 Years Prior	79,468	79,962	79,897	78,771	77,368	77,240	77,240	77,240	77,240
Grade 1/Births Ratio	0.98258	0.97553	0.97576	0.96363	0.94940	0.95461	0.94019	0.95897	0.97488
Prior Year Grade 12 Exits	62,357	65,614	67,833	69,416	71,701	71,462	72,554	75,089	77,143
Change From Prior Year									
2. Grade 1 to Grade 2 (Retention/Migration)	491	346	-331	-647	-512	-41	-195	-60	-61
Grade 2/Grade1 Ratio	1.00648	1.00443	0.99576	0.99170	0.99325	0.99944	0.99736	0.99917	0.99917
3. Grades 2-7 to Grades 3-8 (Migration/Crossover)	4,570	4,395	3,236	1,111	3,632	5,616	3,565	4,601	4,680
3-8/2-7 Ratio	1.01015	1.00966	1.00702	1.00239	1.00780	1.01201	1.00761	1.00988	1.01016
4. Grade 8 to Grade 9 (Crossover)	6,437	7,389	8,376	8,659	9,262	9,146	9,612	8,829	9,091
Grade 9/Grade 8 Ratio	1.08581	1.09723	1.10932	1.11181	1.11943	1.11876	1.12341	1.11061	1.11061
5. Grades 9-11 to Grades 10-12 (Migration/Crossover)	-6,196	-9,013	-10,945	-11,365	-13,806	-11,278	-11,037	-8,734	-8,192
10-12/9-11 Ratio	0.97151	0.96031	0.95316	0.95231	0.94279	0.95356	0.95498	0.96458	0.96714
Kindergarten Enrollment	73,622	72,962	71,260	68,524	68,336	68,319	69,337	70,496	70,786
Births 5 Years Prior	79,962	79,897	78,771	77,368	77,240	77,874	77,874	77,874	77,874
Kindergarten/Births Ratio	0.92071	0.91320	0.90465	0.88569	0.88472	0.87730	0.89037	0.90526	0.90898
Total K-12 Headcount Enrollment	975,317	990,165	998,926	1,000,438	1,000,578	1,006,276	1,009,305	1,014,082	1,018,046
Total Avg. Annual FTE Enrollment	922,949	935,856	945,829	947,523	945,919	945,919	945,919	945,919	945,919
Avg. Ann. FTE/Headcount Ratio	0.94631	0.94515	0.94685	0.94711	0.94537	0.94002	0.93720	0.93278	0.92915

**BIRTHS**

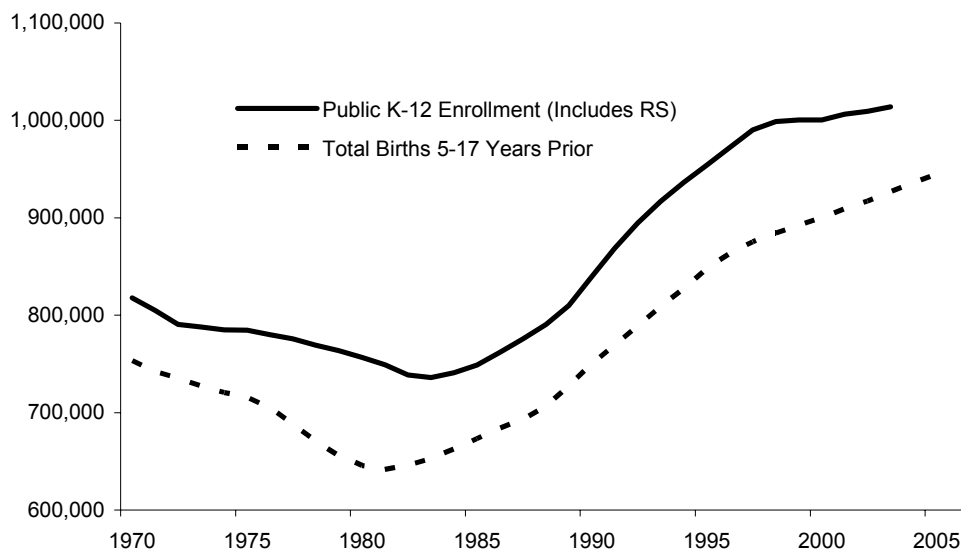
Birth levels drive enrollment change. The full impact of changing birth levels, however, is not immediate. It takes five years before children born are ready to start school, and the full effect of a large (or small) birth cohort extends over twelve years as the children progress from kindergarten to high school graduation.

The past twenty years illustrate the process by which changing birth levels impact schools. Births began to increase in the 1980s because of "baby boomers" reaching parenting age. By 1990, live births had reached nearly 80,000 as compared to just over 60,000 in the early 1960's (Appendix Table 3). As these birth cohorts reached school age, the difference between first graders entering school and seniors preparing to graduate high school increased from 10,646 in 1986 to 19,741 in 1991. This produced dramatic growth in K-12 enrollment. By 1995, the large birth cohorts of the '80s had progressed to high school age, and the difference between entering first graders and graduating seniors had dropped to 14,790. K-12 growth became more moderate (Table 3). Births began dropping in 1992, and as a result, by 1999 the gap between the number of children

entering and leaving the public schools had dropped to 6,476. The current forecast for slower growth in K-12 reflects the decreasing birth levels between 1991 and 1995.<sup>4</sup>

The impact of births on K-12 enrollment is delayed for five years until the newly born children reach school age. Birth levels reached a low in 1995, and have been increasing slowly since. The impact of this gradual increase in births will first be felt in the 2002-03 school year when the size of cohorts entering kindergarten should begin to increase.

**Figure 3. Comparison of Prior Births and K-12 Public Enrollment**



<sup>4</sup> The number of births in the state reached a low of 77,240 in 1995. The number of births per year increased steadily until reaching a new high of 81,004 in 2000. Births declined from 2000 to 2002. There were 79,003 live births in Washington in 2002, a decrease of 539 from 2001 (Department of Health).

## ANNUAL NET CHANGE IN ENROLLMENT

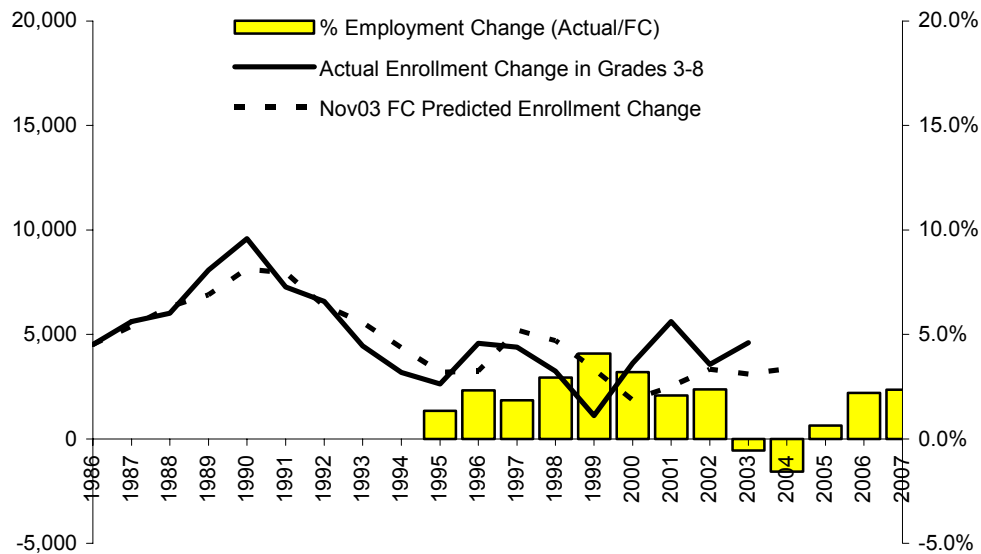
Annual net change in enrollment is the term used to refer to the change in enrollment as a birth year cohort advances a year in school. For example, the annual net change in enrollment of fourth graders in 2002-2003 would be the difference between 2002-2003 fourth grade enrollment compared to 2001-2002 third grade enrollment. Annual net change in enrollment is a function of several factors including net migration, crossover from private schools and home schooling, and the re-enrollment of dropouts.

## MIGRATION

Although the major driver of school enrollments is births, more immediate changes to school enrollment can be effected by persons migrating in or out of the state. The state's job opportunities relative to other states can result in a sizable migration of young adults and families with children. This migration can result in a significant increase or decrease in school enrollment.

Migration can affect school enrollment at three different points in time. An immediate impact results from school age children moving in or out of the state with their parents. A short-term delayed impact comes from pre-school children who begin public school sometime within the next few years after moving to the state as pre-schoolers. A somewhat longer-range impact stems from young adults who migrate and later have children of their own.

**Figure 4. Annual Change in Employment and Annual Grade 3-8 Net Change in Enrollment**



Migration to the state in the late 1980s reflected the state's strong economic growth. As the economy expanded, annual net migration increased from 26,000 in the mid-1980s to a peak of 100,000 by 1990. Migration levels then receded in the early 1990s as the state's economic growth declined. These levels increased due to a Boeing fueled economy in the mid-1990s. The recent cooling of the state's economy, along with improvements in the economic picture in other areas of the country, has slowed migration into the state. When the economy improves, families with school age children move into the state; during economic downturns, net migration decreases as some families leave the state while others are less likely to move into the state.

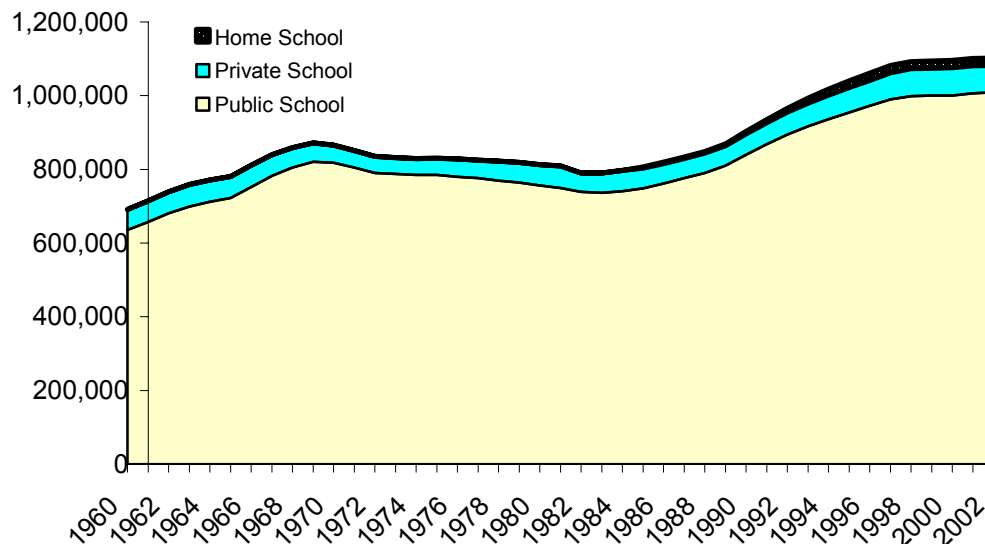
The migration patterns which impact K-12 enrollment follow Washington's economy. A good measure of their impact is the net change in the number of students in grades 2-7 as they advance to grades 3-8. Figure 4 shows the relationship between employment change in Washington and annual grade 3-8 enrollment gains. The expected impact is incorporated into the forecast by using a regression model to predict the loss or gain in grade 3-8 enrollment with forecasted changes in Washington State employment as the independent (predictor) variable.

### **CROSSOVER**

Crossover, or movement to and from alternatives to public K-12 education, is the final component of enrollment change. Many parents choose private school or home schooling for a portion of their child's education, and then return the child to the public school system to complete his or her education. Crossover from private and home schooling to public schools is increasing as more families use these educational alternatives for a portion of their children's education. Crossover from private and home schooling typically occurs at grade 1, grade 2, or grade 9.

Figure 5 shows historical and current levels of students in private school and home schooling. Table 3 summarizes crossover and other components of change in headcount, by grade.

**Figure 5. Public, Private, and Home-schooling October Headcount**



The percentage of all students enrolled in public school is a measure of public school "market share." Public school market share decreased each year from 1988 through 2000, reflecting the growth in private and home-schooling enrollment (Table 4). Had the public schools' "market share" remained at 1988 levels, an additional 20,800 students would have been enrolled in public school in October 2000.<sup>5</sup> Public school market share has been increasing since 2000; the increase in market share accounted for an additional 3,300 students enrolled in public schools in 2002. These examples demonstrate how, given the large enrollment base, even small shifts in market share can drive significant impacts on enrollment.

**Table 4. Public, Private, and Home-schooling Enrollment**

Year	Total Oct HC	%Total	Public Oct HC	%Public	Private Oct HC	%Private	Home	%Home
1983	790,484	100.0%	736,117	93.1%	54,367	6.9%	na	na
1984	797,320	100.0%	740,976	92.9%	56,344	7.1%	na	na
1985	806,643	100.0%	748,730	92.8%	54,413	6.7%	3,500	0.4%
1986	819,267	100.0%	761,847	93.0%	53,648	6.5%	3,772	0.5%
1987	833,312	100.0%	775,919	93.1%	53,348	6.4%	4,045	0.5%
1988	848,541	100.0%	790,491	93.2%	53,354	6.3%	4,696	0.6%
1989	869,431	100.0%	809,764	93.1%	54,131	6.2%	5,536	0.6%
1990	902,737	100.0%	839,404	93.0%	56,287	6.2%	7,046	0.8%
1991	935,342	100.0%	868,676	92.9%	58,138	6.2%	8,528	0.9%
1992	965,584	100.0%	894,765	92.7%	60,092	6.2%	10,727	1.1%
1993	993,113	100.0%	917,014	92.3%	62,515	6.3%	13,584	1.4%
1994	1,017,223	100.0%	936,257	92.0%	65,048	6.4%	15,918	1.6%
1995	1,040,215	100.0%	954,244	91.7%	67,897	6.5%	18,074	1.7%
1996	1,061,340	100.0%	972,328	91.6%	69,089	6.5%	19,923	1.9%
1997	1,082,173	100.0%	990,165	91.5%	72,063	6.7%	19,945	1.8%
1998	1,092,159	100.0%	998,926	91.5%	73,880	6.8%	19,353	1.8%
1999	1,094,319	100.0%	1,000,438	91.4%	73,930	6.8%	19,951	1.8%
2000	1,096,102	100.0%	1,000,578	91.3%	75,091	6.9%	20,433	1.9%
2001	1,100,846	100.0%	1,006,276	91.4%	75,089	6.8%	19,481	1.8%
2002	1,101,816	100.0%	1,009,305	91.6%	72,957	6.6%	19,554	1.8%
2003			1,014,082					

**Table 5. Average Annual K-12 FTE Enrollment**

**November 2002 Estimates and Forecasts**

		Number	% Change
1997-1998	Actual	936,435	1.4%
1998-1999	Actual	946,385	1.1%
1999-2000	Actual	948,485	0.2%
2000-2001	Actual	951,033	0.3%
2001-2002	Actual	956,567	0.6%
2002-2003	Estimate	958,936	0.2%
2003-2004	Forecast	961,748	0.3%
2004-2005	Forecast	965,351	0.4%

*NOTE: includes running start, private and homebased, summer, and UW transition enrollments.*

<sup>5</sup> It should be noted in examining these trends that historical data on home schooling is less consistent than either public or private school enrollment figures. The available data are based on registered students. Unfortunately, some home-schooled children are not registered with the school districts.

## FORECAST

The Caseload Forecast Council forecasts K-12 Basic Education enrollments in terms of average annual full time equivalents (FTEs) of classroom instruction (Table 1 and 2). In practice, headcounts are also forecast as a step in the process of developing FTE estimates (Table 3). Both HC and FTE enrollment follow the state's 5 to 17-year old population (Figure 1). Differences over time between enrollment and population are due to variable enrollments in private schools and home-schooling, drop-out rates, and part-time school participation.

FTEs, which parallel the age 5-17 population less closely than headcount, are used for budgetary purposes to provide a more equitable funding formula. Average annual FTE enrollment is about 95 percent of headcount enrollment, due to half-day attendance of kindergarten students, fewer classes taken by students approaching graduation, early graduation, and dropouts/suspensions during the school year, and participation in college classes through Running Start.

**Table 6. Average Annual K-12 FTE Enrollment: Detail**

GRADE	1997-98	1998-99	1999-00	2000-01	2001-2002	2002-2003	2003-2004	2004-2005
KHYR	628	600	584	592	586	629	600	603
KFYR	35,802	35,012	33,652	33,620	33,577	34,059	34,677	34,814
1	77,795	77,829	75,692	73,490	73,620	72,567	74,031	75,264
2	78,145	77,391	76,980	75,297	73,237	73,409	72,456	73,895
3	76,673	78,747	77,648	77,798	76,372	74,071	74,211	73,257
4	75,227	77,311	78,854	78,286	78,325	77,004	74,940	75,213
5	75,303	75,775	77,590	79,602	79,187	78,935	77,665	75,560
6	76,468	75,814	76,060	78,321	80,435	79,614	79,629	78,401
7	76,908	77,330	76,201	76,803	79,168	81,213	80,350	80,372
8	75,800	76,707	76,719	76,317	77,185	79,099	81,410	80,545
9	81,394	82,980	84,094	84,805	84,353	85,309	86,416	89,029
10	75,705	76,649	77,404	77,689	78,855	78,056	79,172	80,175
11	65,656	67,424	68,034	68,835	70,489	71,568	71,258	72,660
12	58,101	59,258	60,983	60,981	62,193	63,966	65,240	65,357
K-12	929,605	938,829	940,493	942,436	947,582	949,498	952,055	955,147

Grade/ Program	1997-98	1998-99	1999-00	2000-01	2001-2002	2002-2003	2003-2004	2004-2005
	Actual	Actual	Actual	Actual	Actual	Estimate	Forecast	Forecast
K	36,430	35,612	34,236	34,212	34,163	34,688	35,277	35,418
1-3	232,612	233,967	230,319	226,585	223,230	220,047	220,698	222,416
4-6	226,998	228,900	232,504	236,209	237,947	235,553	232,235	229,175
7-8	152,708	154,038	152,919	153,120	156,353	160,312	161,760	160,918
9-12	280,856	286,311	290,515	292,309	295,890	298,898	302,086	307,221
K-12	929,605	938,829	940,493	942,436	947,582	949,498	952,055	955,147
Private & Homebased	189	125	139	185	169	100	100	100
Summer	347	390	347	434	467	467	467	467
Running Start UW	6,251	7,001	7,467	7,938	8,306	8,801	9,055	9,395
Transition	43	41	38	40	43	71	71	71
Total	936,435	946,385	948,485	951,033	956,567	958,936	961,748	965,180
Annual Change	12,968	9,950	2,100	2,548	5,535	2,369	2,812	3,603
Annual % Change	1.4%	1.1%	0.2%	0.3%	0.6%	0.2%	0.3%	0.4%

## DEVELOPMENT OF K-12 FORECASTS

There are several steps in the development of the K-12 forecasts:

1. The October headcount enrollment is forecast for each year.
2. October headcount forecasts are converted to FTE enrollment forecasts, by grade.
3. Historical patterns are used to develop monthly enrollment forecasts from the October FTE enrollment forecasts.

## HEADCOUNT FORECAST METHOD AND ASSUMPTIONS

October headcount enrollments are used as a starting point for the forecasts because (1) they form a stable data series that reflect changes in the population, and (2) are insensitive to changes in the definition of or trends in FTE status.

The headcount enrollment forecast is developed using time series/regression models and grade-to-grade succession models.

Statistical models that combine regression with time series analysis are used to forecast enrollments for grades in which good independent predictors of enrollment are available in addition to data on enrollment trends over time. For example, prior births and net migration in are good predictors of enrollment in kindergarten and grade 1. Enrollments in kindergarten and grade 1 are therefore forecast using time series/regression models incorporating prior births and net migration.

Grade succession rates are used to forecast enrollments by extrapolating from consistent trends in grade succession. In this model, current headcount enrollment, by grade, is moved forward each year to the next higher grade level using historical grade succession rates. In the current forecast, grades 2-12 are forecast using grade succession rates.

1. **Kindergarten and Grade 1.** Kindergarten and grade 1 enrollments are forecast directly from regression models. Kindergarten is forecast from prior births and forecasted migration, and; grade 1 is forecast from prior births, cumulated cohort change, and the prior year kindergarten enrollment.
2. **Grade 1 to Grade 2.** Over the past five years, there have been changes in the pattern of current year grade 2 enrollment to prior year grade 1 enrollment. For example, from October 1998 through October 2000, the net changes from grade 1 to grade 2 enrollment were: -331, -647, and -512. However, the net losses were significantly smaller in the next three years, dropping to -41, -195, and -60 in 2001, 2002, and 2003, respectively. In order to capture the most recent trends, Grade 2 enrollment is forecast from the prior year's Grade 1 enrollment using the most recent (2002) grade succession ratio.

3. **Grades 2-7 to Grades 3-8.** The net change enrollment of the grade 3-8 cohort, compared to the prior year's grade 2-7 enrollment, is termed "cohort change." Primary school cohort change is strongly impacted by net migration; it is also impacted by crossover to and from private school and home schooling. Both variables are sensitive to changes in the economies of Washington and neighboring states. For example, the state's peak economic expansions in the late 1970s and 1980s were associated with annual grade 3-8 cohort changes of 8,000 to 9,000. Cohort change slowed in the late 1980's and early 1990's as the economy slowed. The net cohort change decreased steadily from 4,570 in 1996 to 1,111 in 1999, reflecting continued cooling of the state economy, as well as improvements in the economies of neighboring states. However, cohort change increased to 3,632 in 2000, 5,616 in 2001, 3,502 in 2002 and 4,610 in 2003 (Figure 4). A portion of the increase was due to increased net migration, but the total also reflected a private school loss of "market share" as children "crossed over" from private to public schools.

Annual net cohort change is forecast using a regression/time series model. Forecasted Washington State employment is the primary variable used to predict cohort change. Figure 4 shows the "fit" of the regression model to actual cohort change, as well as the corresponding changes in state employment. Cohort change is forecast to remain steady at about 4,461 in 2004, reflecting the weak state economy and high unemployment rate along with continued crossover from private schools.

4. **Grade 8 to Grade 9.** Many private school students return to the public school system in Grade 9. The grade 8 to 9 grade-to-grade succession ratio has been increasing since 1994. The current forecast assumes the most recent (2003) grade succession ratio for the remaining year of the forecast.
5. **Grades 9-11 to 10-12.** Annual grade-to-grade succession ratios for grades 10-12 have decreased steadily from 1997 to 2000. It is unclear to what extent this trend reflected higher dropout rates, increased use of alternatives to high school education, and/or decreased net migration. However, since 2000 grade-to-grade succession ratios for grades 11 and 12 have been increasing; the ratios for grades 9 and 10 have remained stable since 2000. The increase in year-to-year retention rates for grades 11 and 12 may reflect more stringent graduation requirements and/or the impact of a weak job market increasing length of stay in high school and reducing dropout rates. The forecast for 2004-05 was based on the assumption that ratios for grades 9 and 10 would remain stable, the ratio for grade 12 had "topped out" and would remain stable, and that the ratio for grade 11 would continue to increase a reduced rate.

The last actual rate for grades 9, 10 and 12 were used in the forecast for 2003-04, and 2004-05; ½ the change from 2002 to 2003 was used to forecast grade 11 in 2004-05.



## DEVELOPMENT OF AVERAGE ANNUAL FTE ENROLLMENTS

Headcount enrollments overstate the demand on the public school system because not all students take a full load of classes. The headcount enrollments are converted in a two-step process to average FTE enrollments to better reflect actual school resource usage.

1. Conversion of forecasted October HC to October FTE. Grade 1-10 FTE/HC ratios have remained stable since 1998. Grade 11-12 FTE/HC ratios dropped steadily from 1993 to 1998, leveled off from 1998 to 2002, and dropped again at the 1993-1998 rate in 2003.

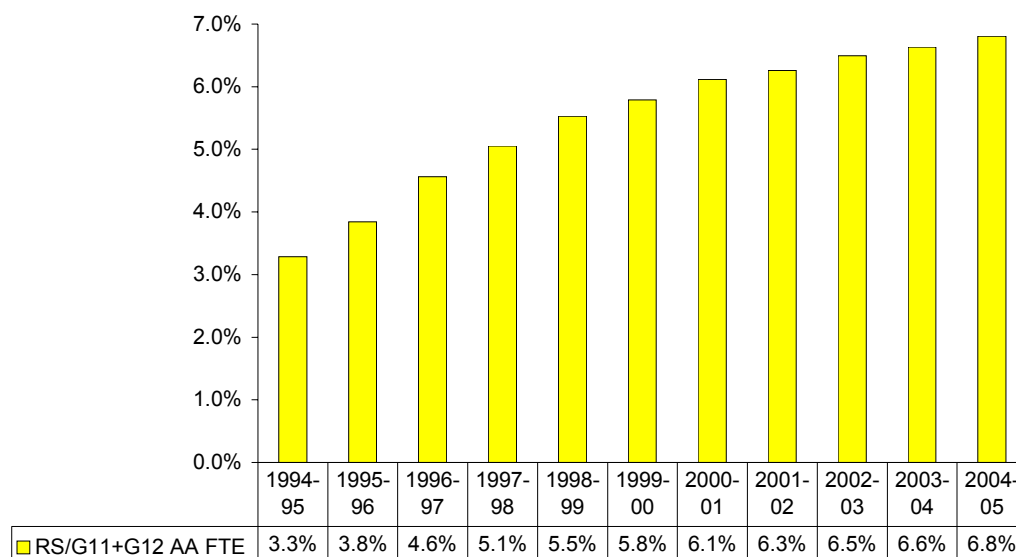
The current forecast is based on the October 2003 FTE/HC ratios for grades 1-10; a 50 percent dampened two-year trend was used to forecast FTE/HC ratios for grades 11-12 on the assumption that FTE/HC ratios would continue to decline but at a slower rate in 2004.

2. Month-to-month enrollment change patterns were developed to annualize the October FTE enrollments by grade based on the actual 2002-03 monthly succession ratios. This most recent year was selected to "model" enrollment decline through the course of the school year because it reflects the recent trend toward higher "retention" of 9-12 graders through the course of the school year.

## RUNNING START ENROLLMENT

Eleventh and twelfth grade high school students in the Running Start program attend college classes for college credit. These students are reported and funded separately, but are included in the total K-12 caseload forecast. Eligibility for the Running Start program is determined by school district policies. Some students only take college classes, and some students attend both high school and college classes. Courses taken through Running Start may count for both high school and college credit.

**Figure 6. Running Start as a Percentage of Grade 11-12 FTE Enrollment**



The Running Start enrollment is expressed as a percentage of eleventh and twelfth grade FTE enrollments. This ratio increased at a fairly steady rate (Figure 6) through 2000-01. Since 2000-01, the rate of growth has been flat at about 6 percent of grade 11 and 12 enrollment. In the current forecast, it was assumed that the rate of increase in Running Start enrollment would slow in the new biennium. For school year 2003-04, Running Start enrollment is estimated to be 6.6 percent of average annual FTE enrollment in grades 11 and 12. The forecast for 2004-05 is 6.8 percent.

## SECTION II

### FORECAST FOR SPECIAL EDUCATION

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#### SPECIAL EDUCATION

A "special education eligible student" means a student receiving specially designed instruction in accordance with a properly formulated individualized education program. There are two categories for funding special education programs: (1) an optional birth through age two program for developmentally delayed infants and toddlers, and (2) a mandatory program for special education eligible students ages three to twenty-one.

The 1995 Legislature established a basic funding formula limiting state funding of Special Education to 12.7 percent of a district's total K-12 enrollment. The funding formula was to be phased in over four years in all school districts. The 2001 state budget increased the spending level an additional 0.3 percent with federal funds to a total of 13.0 percent, beginning with the 2002-03 school year. Enrollment estimates and forecasts for Special Education reflect the transition to 13.0 percent funding level in 2002-03 and beyond.

In addition to the basic funding level, school districts may apply for "safety net" funding if: (1) the new formula results in less excess cost revenue than in the final year of the old formula, or (2) the district previously received local resources and can demonstrate that state, federal, and local resources are not adequate for meeting the needs of their disabled students.

#### FORECAST

The new forecast for Special Education student enrollment is based on actual and estimated funded Special Education enrollment by school district (Table 7). The components of the forecast (Age 0-2 and Age 3-21) are shown separately in Table 8 and Figure 7.

**Table 7. Average Annual Headcount of Special Education Funded Enrollment**

Year		Special Education AA HC	Percent Change	Age 0-2	Funded Age 3-21
1994-95	Actual	107,232		1,900	105,332
1995-96	Actual	108,185	0.9%	1,761	106,424
1996-97	Actual	109,149	0.9%	1,691	107,458
1997-98	Actual	111,258	1.9%	1,733	109,525
1998-99	Actual	113,254	1.8%	1,794	111,460
1999-00	Actual	115,257	1.8%	1,887	113,371
2000-01	Actual	116,709	1.3%	1,966	114,744
2001-02	Actual	118,519	1.6%	2,225	116,294
2002-03	Estimate	120,678	1.8%	2,460	118,218
2003-04	Forecast	121,336	0.5%	2,713	118,624
2004-05	Forecast	122,004	0.6%	3,098	118,906

The current special education enrollment forecast reflects the two funding categories. All youths 0-2 identified as disabled are funded under the revised formula. Enrollments in the age 0-2 category are expected to remain relatively stable over the 2001-03 Biennium. The age 0-2 enrollment for 2001-2002 was estimated from October enrollments. The 2002-03 caseload was forecast based on the current growth trend.

The forecast for special education students age 3-21 is for the average annual headcount funded at the school district level under the basic funding formula. The forecast is developed by first forecasting the total K-12 and age 3-21 special education enrollments at the district level. The forecasted special education enrollments are then adjusted for the 13.0 percent basic funding lid.

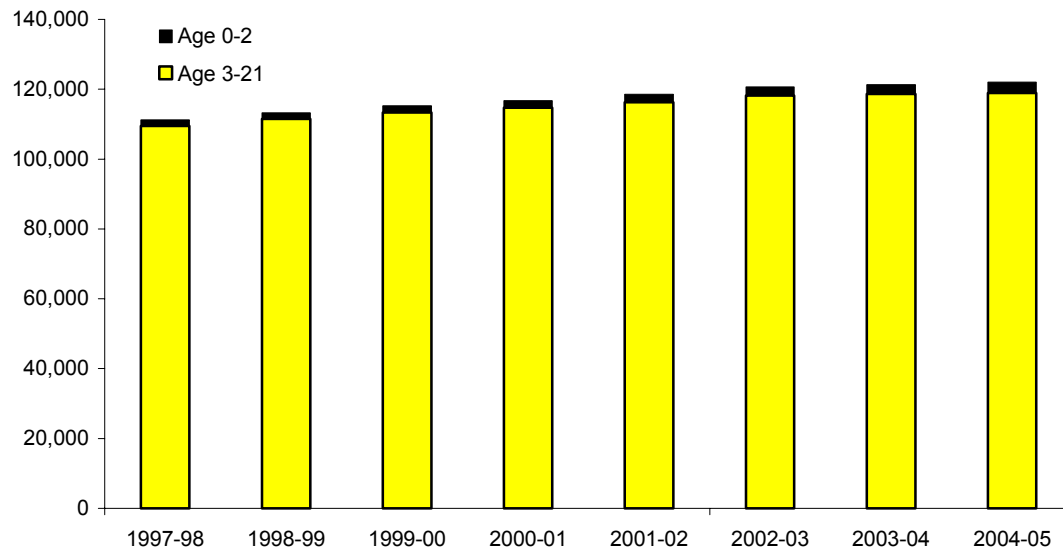
The forecast for 2003-04 school year used 2002-03 district rates to forecast special education enrollment as a percent of each district's K-12 enrollment. The forecast for 2003-04 used the 2002-03 local district ratio of special education to K-12 enrollment up to the 13.0 percent spending lid. Forecasts for the age 3-21 category should be considered somewhat tenuous as local districts continue to adjust to the new, revised funding formula.

**Table 8. Average Annual Headcount Special Education Funded Enrollment**

	Actual 1994-95	Actual 1995-96	Actual 1996-97	Actual 1997-98	Actual 1998-99	Actual 1999-00
Age 0-2	1,900	176100.0%	1,691	1,733	1794.375	1886.625
Age 3-21	105,332	106,424	107,458	109,525	111,460	113,371
Total	107,232	108,185	109,149	111,258	113,254	115,257

	Actual 2000-01	Actual 2001-02	Estimate 2002-03	Forecast 2003-04	Forecast 2004-05
Age 0-2	1,966	2,225	2,460	2,713	3,098
Age 3-21	114,744	116,294	118,218	118,624	118,906
Total	116,709	118,519	120,678	121,336	122,004

**Figure 7. Average Annual Headcount Special Education Funded Enrollment**





## **SECTION III**

### **FORECAST FOR BILINGUAL ENROLLMENT**

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The Caseload Forecast Council forecast for the bilingual education program is the average annual enrollment during October to May of each year of the biennium. Historical data and the current forecast are presented in Table 9.

The transitional bilingual instruction program operates under the authority of RCW 28A.180.060 and as detailed in chapter 392-160 WAC. As specified in the WAC, the transitional bilingual instruction program provides services to students who have a primary language other than English and have English language skill deficiencies, which impair their learning in regular classrooms. Competence in English language skills is the major objective of the program, and instructional assistance is restricted to those students most in need of help because they are non-English speaking or because they are other language dominant and very limited English speaking.

Both total K-12 enrollment and the number of students participating in the bilingual education program have grown significantly over the past fifteen years. Although the rate of growth has been slowing for both populations, the proportion of K-12 students receiving bilingual services has increased because bilingual enrollment continues to outpace the growth in K-12 (Table 9, Figure 8).

#### **FORECAST MODELS**

There is no lid on bilingual program enrollment. Consequently, program enrollment can be impacted by a variety of factors including historical events (e.g., refugees fleeing foreign wars) and administrative policies (e.g., local district initiatives to expand or reduce program size, changes in INS policy and enforcement), independent of the number of children meeting the statutory program requirements.

Bilingual program data suggest that at least part of the growth experienced over this time period can be attributed to longer retention within the program. For example, Table 10 and Figure 9 show bilingual enrollment by the length of time the students have served in the program, including the data collection year. The length of time students remain in the program has gradually increased from the 1989-90 to 1996-97 school year. The proportion of students in the program one year or less declined from 48.2 percent to 35.0 percent, while persons attending four or more years increased from 6.9 percent to 13.0 percent over the same period. The increased average length of time in program would explain a portion of the growth in program enrollment. While the proportion of “new” students has remained relatively constant for the last

three years,<sup>6</sup> average length of stay (LOS) for those in the program over this period has continued to increase.

## FORECAST

The current Bilingual Education forecast is based on a trend model. October bilingual enrollment is based on the average change over the prior three years in October Bilingual enrollment as a percent of October K-12 enrollment. Month-to-month bilingual enrollment is forecast by applying historical month-to-month enrollment trends to the October forecast. The 2003-04 October bilingual program enrollment is estimated to be 7.0 percent of October K-12 enrollment. Enrollment for October 2004 is forecast to increase 7.3 percent of October 2004 K-12 enrollment.

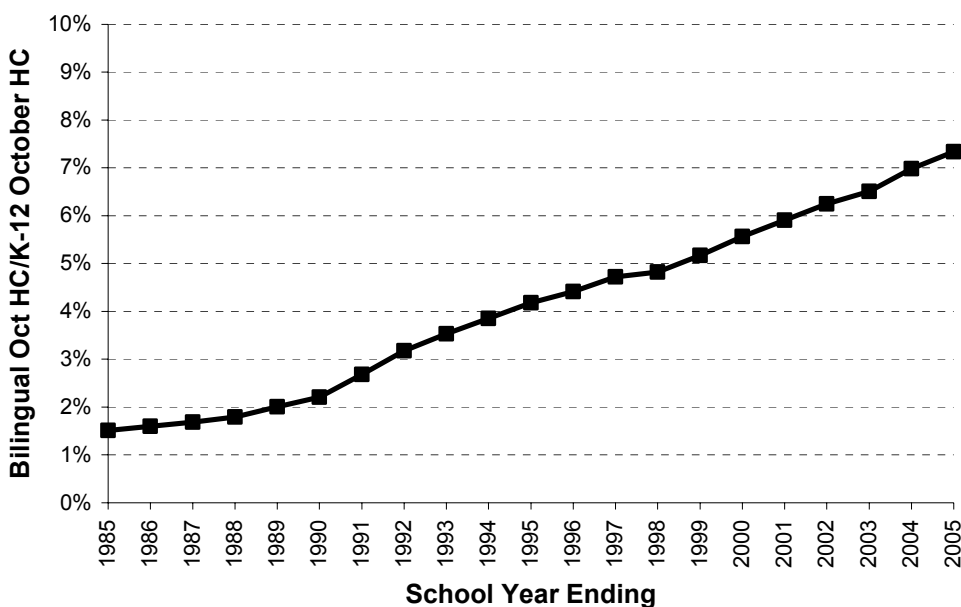
**Table 9. Average Annual Headcount Bilingual Enrollment**

Year		Bilingual AA HC	Change	Percent Change	Bilingual Oct HC	Percent of Public K-12 Oct HC
1984-85	Actual	11,719	-	-	11,208	1.5%
1985-86	Actual	12,402	684	5.8%	11,953	1.6%
1986-87	Actual	13,497	1,095	8.8%	12,865	1.7%
1987-88	Actual	14,505	1,008	7.5%	13,935	1.8%
1988-89	Actual	16,877	2,371	16.3%	15,862	2.0%
1989-90	Actual	19,364	2,487	14.7%	17,858	2.2%
1990-91	Actual	23,513	4,149	21.4%	22,536	2.7%
1991-92	Actual	28,161	4,648	19.8%	27,608	3.2%
1992-93	Actual	32,340	4,179	14.8%	31,627	3.5%
1993-94	Actual	36,218	3,878	12.0%	35,306	3.9%
1994-95	Actual	39,888	3,669	10.1%	39,141	4.2%
1995-96	Actual	42,981	3,094	7.8%	42,134	4.4%
1996-97	Actual	46,029	3,047	7.1%	45,911	4.7%
1997-98	Actual	47,975	1,947	4.2%	47,739	4.8%
1998-99	Actual	52,040	4,064	8.5%	51,665	5.2%
1999-00	Actual	55,656	3,616	6.9%	55,666	5.6%
2000-01	Actual	59,514	3,858	6.9%	59,105	5.9%
2001-02	Actual	62,522	3,008	5.1%	62,878	6.2%
2002-03	Actual	66,253	3,731	6.0%	65,703	6.5%
2003-04	Estimate	71,391	5,139	7.8%	70,799	7.0%
2004-05	Forecast	75,347	3,956	5.5%	74,722	7.3%

<sup>6</sup> The most recent year with available data on bilingual LOS is 2000-01.



**Figure 8. October Bilingual Enrollment as a Percent of Total K-12 October Enrollment**



**Table 10. Persons Served in Bilingual Programs by Length of Time in Program**

Length of Time	1989-90		1990-91		1991-92		1992-93		1993-94		1994-95	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
One Year or Less	11,714	48%	13,237	46%	16,446	48%	17,342	45%	18,768	42%	19,142	41%
One to 2 Years	6,327	26%	7,694	27%	8,316	24%	9,557	25%	11,201	25%	11,113	24%
Two to Three Years	2,927	12%	3,784	13%	4,703	14%	5,658	15%	7,030	16%	8,047	17%
Three to 4 Years	1,639	7%	1,627	6%	2,178	6%	2,972	8%	3,527	8%	3,951	8%
Four to 5 Years	865	4%	1,019	4%	1,200	3%	1,416	4%	1,743	4%	2,362	5%
More Than 5 Years	807	3%	1,112	4%	1,495	4%	1,790	5%	1,997	5%	2,599	6%
Unknown	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Total	24,279	100%	28,473	100%	34,338	100%	38,735	100%	44,266	100%	47,214	100%
	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Two years or less	18,041	74%	20,931	74%	24,762	72%	26,899	69%	29,969	68%	30,255	64%
Two or more years	6,238	26%	7,542	26%	9,576	0	11,836	31%	14,297	32%	16,959	36%

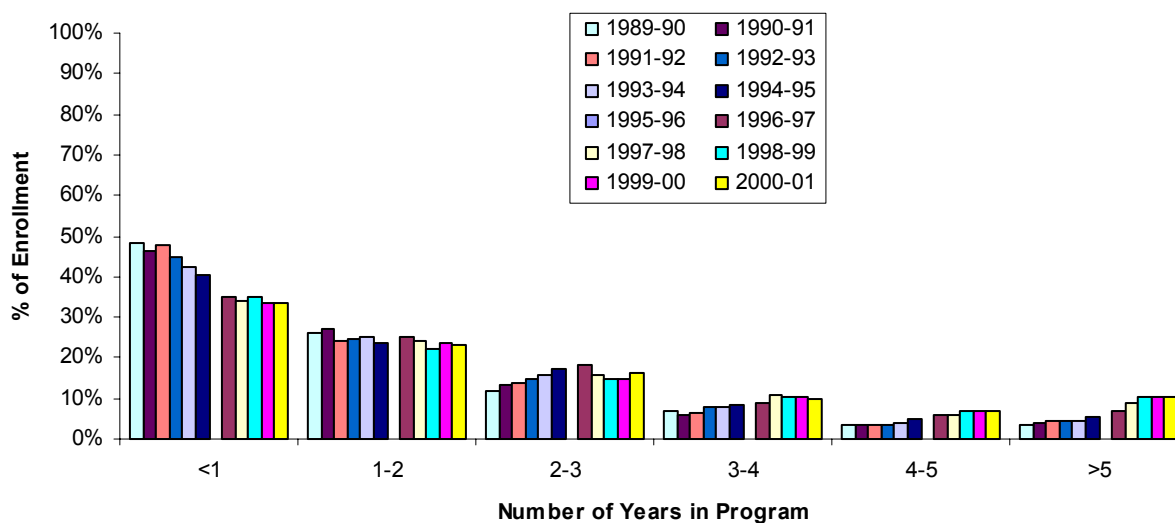
Note: Data are a cumulative count of all students served for any period of time in a school district. Duplicate counting may occur if students change school districts.

**Table 10. Persons Served in Bilingual Programs by Length of Time in Program (continued)**

Length of Time	1995-96		1996-97		1997-98		1998-99		1999-00		2000-01	
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
One Year or Less	n/a	n/a	18,943	35%	19,359	34%	21,862	35%	22,359	34%	23,523	33%
One to 2 Years	n/a	n/a	13,531	25%	13,665	24%	13,869	22%	15,805	24%	16,271	23%
Two to Three Years	n/a	n/a	9,742	18%	9,110	16%	9,331	15%	9,640	15%	11,539	16%
Three to 4 Years	n/a	n/a	4,871	9%	6,263	11%	6,386	10%	6,904	10%	6,861	10%
Four to 5 Years	n/a	n/a	3,247	6%	3,416	6%	4,246	7%	4,646	7%	4,887	7%
More Than 5 Years	n/a	n/a	3,789	7%	5,125	9%	6,438	10%	6,927	10%	7,350	10%
Unknown	n/a	n/a	0	0%	0	0%	0	0%	0	0%	0	0%
Total	n/a	n/a	54,124	100%	56,939	100%	62,132	100%	66,281	100%	70,431	100%
	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Two years or less	n/a	n/a	32,474	60%	33,025	58%	35,731	58%	38,164	58%	39,794	57%
Two or more years	n/a	n/a	21,650	40%	23,914	0	26,401	42%	28,117	42%	30,637	43%

Note: Data are a cumulative count of all students served for any period of time in a school district. Duplicate counting may occur if students change school districts.

**Figure 9. Percent of Total Bilingual Students Served by Length of Time in Program**



## APPENDIX A: BASIC EDUCATION TABLES

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**Appendix Table 1a. Ratios of Average Annual FTEs to October Headcount and October FTEs for Selected Grade Group**

Public School	October Headcount	AA FTE	October FTE	AA FTE Oct. Hdct. Ratio	Oct. FTE Oct. Hdct Ratio	AA FTE Oct. FTE Ratio		October Headcount	AA FTE	October FTE	AA FTE Oct. Hdct Ratio	Oct. FTE Oct. Hdct Ratio	AA FTE Oct. FTE Ratio	
<u>1982-83</u>								<u>1988-89</u>						
K	55,208	27,684	27,601	0.50145	0.49994	1.00302		K	65,971	33,131	32,984	0.50220	0.49997	1.00446
1-6	326,203	325,932	326,190	0.99917	0.99996	0.99921		1-6	382,644	383,299	382,614	1.00171	0.99992	1.00179
7-8	124,472	123,895	124,449	0.99536	0.99981	0.99555		7-8	111,779	111,406	111,732	0.99666	0.99958	0.99708
9-12	232,735	224,263	229,656	0.96360	0.98677	0.97652		9-12	230,097	220,583	226,099	0.95865	0.98262	0.97561
1-12	683,410	674,090	680,295	0.98636	0.99544	0.99088		1-12	724,520	715,288	720,445	0.98726	0.99438	0.99284
K-12	738,618	701,774	707,896	0.95012	0.95841	0.99135		K-12	790,491	748,418	753,428	0.94678	0.95311	0.99335
<u>1983-84</u>								<u>1989-90</u>						
K	55,333	27,734	27,666	0.50121	0.49999	1.00244		K	65,906	33,140	33,018	0.50283	0.50098	1.00369
1-6	322,020	321,781	321,984	0.99926	0.99989	0.99937		1-6	399,942	401,025	399,898	1.00271	0.99989	1.00282
7-8	124,594	124,105	124,540	0.99608	0.99957	0.99651		7-8	117,372	117,068	117,298	0.99741	0.99937	0.99804
9-12	234,170	225,999	231,213	0.96511	0.98737	0.97745		9-12	226,544	217,124	222,532	0.95842	0.98229	0.97570
1-12	680,784	671,885	677,737	0.98693	0.99552	0.99137		1-12	743,858	735,217	739,728	0.98838	0.99445	0.99390
K-12	736,117	699,619	705,403	0.95042	0.95828	0.99180		K-12	809,764	768,356	772,746	0.94886	0.95429	0.99432
<u>1984-85</u>								<u>1990-91</u>						
K	58,443	29,301	29,222	0.50137	0.50000	1.00273		K	67,990	34,029	34,064	0.50051	0.50101	0.99900
1-6	325,277	325,223	325,252	0.99983	0.99992	0.99991		1-6	417,827	417,848	417,765	1.00005	0.99985	1.00020
7-8	117,661	117,077	117,616	0.99503	0.99962	0.99542		7-8	124,233	123,654	124,123	0.99534	0.99911	0.99623
9-12	239,595	230,946	236,574	0.96390	0.98739	0.97621		9-12	229,354	219,872	225,425	0.95866	0.98287	0.97537
1-12	682,533	673,246	679,442	0.98639	0.99547	0.99088		1-12	771,414	761,375	767,313	0.98699	0.99468	0.99226
K-12	740,976	702,547	708,664	0.94814	0.95639	0.99137		K-12	839,404	795,404	801,377	0.94758	0.95470	0.99255
<u>1985-86</u>								<u>1991-92</u>						
K	60,984	30,590	30,492	0.50161	0.50000	1.00324		K	69,003	34,560	34,584	0.50085	0.50119	0.99930
1-6	334,552	334,459	334,443	0.99972	0.99967	1.00005		1-6	430,823	430,779	430,702	0.99990	0.99972	1.00018
7-8	109,946	109,500	109,887	0.99594	0.99946	0.99648		7-8	130,014	129,228	129,866	0.99396	0.99886	0.99509
9-12	243,248	234,400	239,923	0.96363	0.98633	0.97698		9-12	238,836	228,473	234,575	0.95661	0.98216	0.97399
1-12	687,746	678,359	684,253	0.98635	0.99492	0.99139		1-12	799,673	788,481	795,143	0.98600	0.99433	0.99162
K-12	748,730	708,949	714,745	0.94687	0.95461	0.99189		K-12	868,676	823,040	829,727	0.94747	0.95516	0.99194
<u>1986-87</u>								<u>1992-93</u>						
K	63,096	31,675	31,559	0.50202	0.50017	1.00369		K	68,835	34,555	34,507	0.50199	0.50130	1.00139
1-6	348,173	348,416	348,147	1.00070	0.99992	1.00077		1-6	440,663	440,993	440,449	1.00075	0.99952	1.00123
7-8	108,437	107,811	108,391	0.99422	0.99958	0.99464		7-8	137,754	137,001	137,499	0.99454	0.99815	0.99638
9-12	242,141	232,834	238,594	0.96156	0.98535	0.97586		9-12	247,504	237,210	243,047	0.95841	0.98199	0.97599
1-12	698,751	689,061	695,132	0.98613	0.99482	0.99127		1-12	825,921	815,205	820,995	0.98702	0.99404	0.99295
K-12	761,847	720,736	726,691	0.94604	0.95385	0.99181		K-12	894,756	849,759	855,501	0.94971	0.95613	0.99329
<u>1987-88</u>								<u>1993-94</u>						
K	64,936	32,627	32,478	0.50245	0.50015	1.00460		K	69,477	34,815	34,814	0.50110	0.50108	1.00003
1-6	364,434	364,753	364,397	1.00088	0.99990	1.00098		1-6	445,430	444,581	444,907	0.99809	0.99882	0.99927
7-8	109,866	109,472	109,825	0.99642	0.99963	0.99679		7-8	143,485	142,207	143,092	0.99109	0.99726	0.99381
9-12	236,683	226,997	233,054	0.95908	0.98467	0.97401		9-12	258,622	244,193	251,125	0.94421	0.97101	0.97240
1-12	710,983	701,223	707,276	0.98627	0.99479	0.99144		1-12	847,537	830,981	839,124	0.98047	0.99007	0.99030
K-12	775,919	733,850	739,753	0.94578	0.95339	0.99202		K-12	917,014	865,796	873,938	0.94415	0.95303	0.99068

**Appendix Table 1b. Ratios of Average Annual FTEs to October Headcount and October FTEs for Selected Grade Groups**

Public School	October Headcount	AA FTE	October FTE	AA FTE Oct. Hdct. Ratio	Oct. FTE Oct. Hdct. Ratio	AA FTE Oct. FTE Ratio		October Headcount	AA FTE	October FTE	AA FTE Oct. Hdct. Ratio	Oct. FTE Oct. Hdct. Ratio	AA FTE Oct. FTE Ratio	
<u>1994-95</u>								<u>1999-00</u>						
K	71,521	35,815	35,763	0.50076	0.50004	1.00144		K	68,524	34,236	34,230	0.49962	0.49953	1.00019
1-6	447,140	446,207	446,379	0.99791	0.99830	0.99961		1-6	464,556	462,823	463,530	0.99627	0.99779	0.99847
7-8	148,085	146,510	147,573	0.98937	0.99655	0.99280		7-8	154,340	152,919	153,667	0.99080	0.99564	0.99513
9-12	269,511	253,382	260,870	0.94016	0.96794	0.97130		9-12	313,018	290,515	298,194	0.92811	0.95264	0.97425
1-12	864,736	846,099	854,822	0.97845	0.98854	0.98980		1-12	931,914	906,257	915,392	0.97247	0.98227	0.99002
K-12	936,257	881,914	890,586	0.94196	0.95122	0.99026		K-12	1,000,438	940,493	949,621	0.94008	0.94921	0.99039
<u>1995-96</u>								<u>2000-01</u>						
K	73,536	36,843	36,756	0.50102	0.49984	1.00236		K	68,336	34,212	34,142	0.50065	0.49962	1.00206
1-6	449,737	449,342	449,233	0.99912	0.99888	1.00024		1-6	463,622	462,794	462,774	0.99821	0.99817	1.00004
7-8	151,106	149,842	150,649	0.99163	0.99698	0.99464		7-8	154,294	153,120	153,690	0.99239	0.99609	0.99629
9-12	279,823	262,974	269,991	0.93979	0.96486	0.97401		9-12	314,326	292,309	299,142	0.92996	0.95169	0.97716
1-12	880,666	862,158	869,874	0.97898	0.98775	0.99113		1-12	932,242	908,223	915,606	0.97424	0.98215	0.99194
K-12	954,202	899,001	906,630	0.94215	0.95014	0.99159		K-12	1,000,578	942,436	949,748	0.94189	0.94920	0.99230
<u>1996-97</u>								<u>2001-02</u>						
K	73,622	36,751	36,809	0.49918	0.49998	0.99841		K	68,319	34,163	34,131	0.50005	0.49959	1.00093
1-6	456,426	455,729	455,926	0.99847	0.99890	0.99957		1-6	462,580	461,176	461,738	0.99697	0.99818	0.99878
7-8	152,545	151,191	152,038	0.99112	0.99668	0.99442		7-8	157,634	156,353	157,024	0.99187	0.99613	0.99572
9-12	292,724	273,768	281,302	0.93524	0.96098	0.97322		9-12	317,743	295,890	302,202	0.93122	0.95109	0.97911
1-12	901,695	880,688	889,266	0.97670	0.98622	0.99035		1-12	937,957	913,419	920,964	0.97384	0.98188	0.99181
K-12	975,317	917,439	926,076	0.94066	0.94951	0.99067		K-12	1,006,276	947,582	955,095	0.94167	0.94914	0.99213
<u>1997-98</u>								<u>2002-03 Estimate</u>						
K	72,962	36,430	36,437	0.49930	0.49939	0.99982		K	69,337	34,688	34,650	0.50028	0.49974	1.00109
1-6	461,416	459,610	460,423	0.99609	0.99785	0.99823		1-6	456,786	455,601	456,158	0.99741	0.99862	0.99878
7-8	154,304	152,708	153,690	0.98966	0.99602	0.99361		7-8	161,532	160,312	160,984	0.99244	0.99661	0.99582
9-12	301,483	280,856	288,813	0.93158	0.95798	0.97245		9-12	321,650	298,898	305,731	0.92926	0.95051	0.97765
1-12	917,203	893,175	902,927	0.97380	0.98444	0.98920		1-12	939,968	914,810	922,873	0.97324	0.98181	0.99126
K-12	990,165	929,605	939,363	0.93884	0.94869	0.98961		K-12	1,009,305	949,498	957,523	0.94074	0.94870	0.99162
<u>1998-99</u>								<u>2003-04 Forecast</u>						
K	71,260	35,612	35,619	0.49975	0.49985	0.99981		K	70,496	35,277	35,231	0.50041	0.49976	1.00130
1-6	464,504	462,867	463,713	0.99648	0.99830	0.99818		1-6	454,062	452,932	453,469	0.99751	0.99869	0.99882
7-8	155,463	154,038	154,793	0.99083	0.99569	0.99512		7-8	163,046	161,760	162,456	0.99211	0.99638	0.99571
9-12	307,699	286,311	293,693	0.93049	0.95448	0.97486		9-12	326,478	302,086	308,873	0.92529	0.94608	0.97803
1-12	927,666	903,216	912,199	0.97364	0.98333	0.99015		1-12	943,586	916,778	924,798	0.97159	0.98009	0.99133
K-12	998,926	938,829	947,818	0.93984	0.94884	0.99052		K-12	1,014,082	952,055	960,029	0.93883	0.94670	0.99169

Note: Some independently derived ratios may not match due to rounding of FTE data. Unduplicated Running Start headcount distributed in grades 11 and 12.  
Note: Historical data linked to most recent CFC forecast xls file.

**Appendix Table 1c. Ratios of Average Annual FTEs to October Headcount and October FTEs for Selected Grade Groups**

Public School	October Headcount	AA FTE	October FTE	AA FTE Oct. Hdct. Ratio	Oct. FTE Oct. Hdct Ratio	AA FTE Oct. FTE Ratio
<b><u>2004-05 Forecast</u></b>						
<b>K</b>	70,786	35,418	35,379	0.50035	0.49980	1.00110
<b>1-6</b>	452,667	451,591	452,137	0.99762	0.99883	0.99879
<b>7-8</b>	162,170	160,918	161,594	0.99228	0.99645	0.99581
<b>9-12</b>	332,423	307,221	314,237	0.92419	0.94529	0.97767
<b>1-12</b>	947,260	919,729	927,968	0.97094	0.97963	0.99112
<b>K-12</b>	1,018,046	955,147	963,347	0.93822	0.94627	0.99149

Note: Some independently derived ratios may not match due to rounding of FTE data. Unduplicated Running Start headcount distributed in grades 11 and 12.  
Note: Historical data linked to most recent CFC forecast xls file.

**Appendix Table 2a. Total Public and Private School October Headcount Enrollment and Grade Succession Rates**

Year of Birth	Live Births	October	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12
1976	53,004	1982	59,376	59,363	56,528	56,015	56,120	58,847	65,304	67,955	65,274	64,409	62,178	59,212	59,182	789,763
1977	57,256	1983	59,942	63,428	57,340	56,579	56,215	56,492	59,477	66,019	67,463	67,505	62,623	59,776	57,625	790,484
1978	58,725	1984	63,649	64,975	61,434	57,419	56,807	56,694	56,942	60,240	65,917	69,985	64,919	60,244	58,095	797,320
1979	64,377	1985	66,494	68,265	61,995	60,976	57,310	56,906	57,035	57,703	59,858	68,184	67,325	62,885	58,207	803,143
1980	67,989	1986	68,908	71,597	65,557	62,294	61,333	57,802	57,729	57,938	57,685	62,415	66,134	64,785	61,318	815,495
1981	69,987	1987	70,991	74,126	68,966	66,137	62,862	62,117	58,742	58,938	57,984	60,553	60,871	63,895	63,085	829,267
1982	69,681	1988	72,005	76,496	71,528	69,747	66,704	63,921	63,221	59,694	59,070	61,253	58,599	59,148	62,459	843,845
1983	68,794	1989	72,496	77,722	74,690	72,802	70,880	68,030	65,112	64,659	59,946	62,646	59,621	57,182	58,109	863,895
1984	69,059	1990	74,585	78,014	77,114	76,307	74,550	72,626	69,793	66,754	65,429	64,465	61,703	58,496	55,855	895,691
1985	70,357	1991	75,803	79,193	77,629	78,199	77,555	75,696	74,038	71,169	67,125	70,173	63,006	59,903	57,325	926,814
1986	69,572	1992	75,464	80,210	79,133	78,977	79,255	78,773	76,791	75,212	71,307	72,450	67,927	61,096	58,253	954,848
1987	70,409	1993	76,313	79,553	79,845	80,026	79,840	80,169	79,497	77,745	75,079	75,612	69,312	65,874	60,664	979,529
1988	72,660	1994	78,758	80,172	79,227	80,416	80,699	80,358	80,827	80,254	77,470	79,557	72,981	66,780	63,806	1,001,305
1989	75,595	1995	81,088	82,541	79,981	79,684	80,920	81,307	81,098	81,333	79,994	82,144	76,795	69,850	65,364	1,022,099
1990	79,468	1996	81,308	85,028	82,599	80,573	80,549	81,691	82,273	82,032	81,123	85,642	79,434	73,530	68,624	1,044,406
1991	79,962	1997	80,716	85,226	85,081	83,160	81,354	81,259	82,693	83,430	81,935	87,903	82,437	75,791	71,243	1,062,228
1992	79,897	1998	79,054	85,257	84,609	85,480	83,606	81,866	82,149	83,702	82,938	89,665	83,522	78,097	72,861	1,072,806
1993	78,771	1999	76,041	83,176	84,282	84,486	85,375	83,727	82,285	82,456	82,992	90,736	84,605	78,962	75,245	1,074,368
1994	77,368	2000	75,944	80,743	82,442	84,610	84,820	85,999	84,576	82,834	82,456	91,546	84,636	79,932	75,131	1,075,669
1995	77,240	2001	75,924	81,042	80,223	83,155	85,006	85,597	86,990	85,419	83,187	90,877	86,077	81,520	76,348	1,081,365
1996	77,874	2002	76,737	79,377	80,061	80,513	83,267	85,200	86,104	87,425	85,191	91,904	85,126	82,508	78,849	1,082,262
1997	78,141															
1998	79,640															
1999	79,577															
2000	81,004															
2001	79,542															
2002	79,003															

**Appendix Table 2b. Total Public and Private School October Headcount Enrollment and Grade Succession Rates, continued**

<b>October</b>	<b>Birth-K</b>	<b>Birth-1</b>	<b>1-2</b>	<b>2-3</b>	<b>3-4</b>	<b>4-5</b>	<b>5-6</b>	<b>6-7</b>	<b>7-8</b>	<b>8-9</b>	<b>9-10</b>	<b>10-11</b>	<b>11-12</b>
<b>1983</b>	1.02868	1.11407	0.96592	1.00090	1.00357	1.00663	1.01071	1.01095	0.99276	1.03418	0.97227	0.96137	0.97320
<b>1984</b>	0.99526	1.11246	0.96856	1.00138	1.00403	1.00852	1.00797	1.01283	0.99845	1.03738	0.96169	0.96201	0.97188
<b>1985</b>	0.98721	1.06853	0.95414	0.99254	0.99810	1.00174	1.00601	1.01336	0.99366	1.03439	0.96199	0.96867	0.96619
<b>1986</b>	0.99458	1.06290	0.96033	1.00482	1.00585	1.00858	1.01446	1.01583	0.99969	1.04272	0.96993	0.96227	0.97508
<b>1987</b>	1.02822	1.07132	0.96325	1.00885	1.00912	1.01278	1.01626	1.02094	1.00079	1.04972	0.97526	0.96614	0.97376
<b>1988</b>	1.05749	1.10961	0.96495	1.01132	1.00857	1.01685	1.01777	1.01621	1.00224	1.05638	0.96773	0.97169	0.97753
<b>1989</b>	1.06102	1.14083	0.97639	1.01781	1.01624	1.01988	1.01863	1.02275	1.00422	1.06054	0.97336	0.97582	0.98243
<b>1990</b>	1.07034	1.14077	0.99218	1.02165	1.02401	1.02463	1.02592	1.02522	1.01191	1.07538	0.98495	0.98113	0.97679
<b>1991</b>	1.09906	1.13600	0.99506	1.01407	1.01635	1.01537	1.01944	1.01972	1.00556	1.07251	0.97737	0.97083	0.97998
<b>1992</b>	1.08021	1.16366	0.99924	1.01736	1.01350	1.01570	1.01447	1.01586	1.00194	1.07933	0.96799	0.96969	0.97246
<b>1993</b>	1.06000	1.13946	0.99545	1.01128	1.01093	1.01153	1.00919	1.01242	0.99823	1.06037	0.95669	0.96978	0.99293
<b>1994</b>	1.05235	1.11432	0.99590	1.00715	1.00841	1.00649	1.00821	1.00952	0.99646	1.05964	0.96520	0.96347	0.96860
<b>1995</b>	1.04977	1.12978	0.99762	1.00577	1.00627	1.00753	1.00921	1.00626	0.99676	1.06033	0.96528	0.95710	0.97879
<b>1996</b>	1.06009	1.12967	1.00070	1.00740	1.01086	1.00953	1.01188	1.01152	0.99742	1.07061	0.96701	0.95749	0.98244
<b>1997</b>	1.08956	1.12559	1.00062	1.00679	1.00969	1.00881	1.01227	1.01406	0.99882	1.08358	0.96258	0.95413	0.96890
<b>1998</b>	1.07179	1.15291	0.99276	1.00469	1.00536	1.00629	1.01095	1.01220	0.99410	1.09434	0.95016	0.94735	0.96135
<b>1999</b>	1.05028	1.12987	0.98856	0.99855	0.99877	1.00145	1.00512	1.00374	0.99152	1.09402	0.94357	0.94541	0.96348
<b>2000</b>	1.04184	1.10339	0.99118	1.00389	1.00395	1.00731	1.01014	1.00667	1.00000	1.10307	0.93277	0.94476	0.95148
<b>2001</b>	1.02039	1.09188	0.99356	1.00865	1.00468	1.00916	1.01152	1.00997	1.00426	1.10213	0.94026	0.96319	0.95516
<b>2002</b>	1.01683	1.06997	0.98790	1.00361	1.00135	1.00228	1.00592	1.00500	0.99733	1.10479	0.93672	0.95854	0.96723
<b>2003</b>													

Note: Private school October enrollment data not available until February of school year.



**Appendix Table 3a. Public School October Headcount Enrollment**

Year of Birth	Live Births	October	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12
1976	53,004	1982	55,208	54,608	52,133	51,812	51,978	54,745	60,927	63,411	61,061	61,012	59,040	56,230	56,452	738,617
1977	57,256	1983	55,333	58,072	52,524	52,090	51,956	52,162	55,216	61,546	63,048	63,678	59,208	56,598	54,686	736,117
1978	58,725	1984	58,443	59,244	56,111	52,576	52,305	52,340	52,701	56,089	61,572	65,977	61,436	57,099	55,083	740,976
1979	64,377	1985	60,984	62,673	56,942	56,138	52,972	52,759	53,068	53,855	56,091	64,544	63,794	59,644	55,266	748,730
1980	67,989	1986	63,096	65,912	60,455	57,497	56,850	53,622	53,837	54,300	54,137	59,262	62,991	61,638	58,250	761,847
1981	69,987	1987	64,936	68,436	63,682	61,285	58,370	57,836	54,825	55,323	54,543	57,672	57,938	60,906	60,167	775,919
1982	69,681	1988	65,971	70,708	66,376	64,623	62,257	59,589	59,091	56,092	55,687	58,156	55,871	56,428	59,642	790,491
1983	68,794	1989	65,906	71,843	69,360	67,898	66,137	63,781	60,923	60,836	56,536	59,640	56,761	54,595	55,548	809,764
1984	69,059	1990	67,990	71,939	71,610	71,186	69,751	67,872	65,469	62,649	61,584	61,391	58,759	55,795	53,409	839,404
1985	70,357	1991	69,003	73,150	71,885	72,872	72,584	71,023	69,309	66,925	63,089	66,822	59,998	57,211	54,805	868,676
1986	69,572	1992	68,835	73,910	73,321	73,408	74,167	73,823	72,034	70,561	67,193	68,842	64,696	58,243	55,723	894,756
1987	70,409	1993	69,477	73,198	73,955	74,292	74,429	75,115	74,441	72,952	70,533	71,937	65,857	62,806	58,022	917,014
1988	72,660	1994	71,521	73,707	73,152	74,610	75,092	75,004	75,575	75,274	72,811	75,534	69,448	63,584	60,945	936,257
1989	75,595	1995	73,536	75,735	73,772	73,825	75,233	75,671	75,501	76,089	75,017	78,035	72,943	66,488	62,357	954,202
1990	79,468	1996	73,622	78,084	76,226	74,644	74,837	76,082	76,553	76,548	75,997	81,454	75,650	70,006	65,614	975,317
1991	79,962	1997	72,962	78,005	78,430	76,938	75,566	75,575	76,902	77,686	76,618	83,386	78,211	72,053	67,833	990,165
1992	79,897	1998	71,260	77,960	77,674	78,978	77,561	76,067	76,264	78,022	77,441	84,994	79,169	74,120	69,416	998,926
1993	78,771	1999	68,524	75,906	77,313	77,828	79,124	77,877	76,508	76,787	77,553	86,100	80,211	75,006	71,701	1,000,438
1994	77,368	2000	68,336	73,453	75,394	77,925	78,390	79,839	78,621	77,283	77,011	86,815	80,248	75,801	71,462	1,000,578
1995	77,240	2001	68,319	73,734	73,412	76,591	78,574	79,388	80,881	79,748	77,886	86,157	81,591	77,441	72,554	1,006,276
1996	77,874	2002	69,337	72,620	73,539	74,250	77,225	79,131	80,021	81,710	79,822	87,498	80,717	78,346	75,089	1,009,305
1997	78,141	2003	70,496	74,071	72,560	74,401	75,131	77,854	80,045	80,856	82,190	88,651	81,894	78,790	77,143	1,014,082
1998	79,640															
1999	79,577															
2000	81,004															
2001	79,542															
2002	79,003															

**Appendix Table 3b. Public School October Grade Succession Rates**

<b>October</b>	<b>Birth-K</b>	<b>Birth-1</b>	<b>1-2</b>	<b>2-3</b>	<b>3-4</b>	<b>4-5</b>	<b>5-6</b>	<b>6-7</b>	<b>7-8</b>	<b>8-9</b>	<b>9-10</b>	<b>10-11</b>	<b>11-12</b>
<b>1983</b>	0.94224	1.01425	0.96184	0.99918	1.00278	1.00354	1.00860	1.01016	0.99428	1.04286	0.97043	0.95864	0.97254
<b>1984</b>	0.90782	1.00884	0.96623	1.00099	1.00413	1.00739	1.01033	1.01581	1.00042	1.04646	0.96479	0.96438	0.97323
<b>1985</b>	0.89697	0.97353	0.96114	1.00048	1.00753	1.00868	1.01391	1.02190	1.00004	1.04827	0.96691	0.97083	0.96790
<b>1986</b>	0.90154	0.96945	0.96461	1.00975	1.01268	1.01227	1.02043	1.02322	1.00524	1.05653	0.97594	0.96620	0.97663
<b>1987</b>	0.93190	0.97784	0.96617	1.01373	1.01518	1.01734	1.02243	1.02760	1.00448	1.06530	0.97766	0.96690	0.97613
<b>1988</b>	0.95896	1.01474	0.96990	1.01478	1.01586	1.02088	1.02170	1.02311	1.00658	1.06624	0.96877	0.97394	0.97925
<b>1989</b>	0.95434	1.04432	0.98094	1.02293	1.02343	1.02448	1.02239	1.02953	1.00792	1.07099	0.97601	0.97716	0.98440
<b>1990</b>	0.96636	1.04170	0.99676	1.02633	1.02729	1.02623	1.02647	1.02833	1.01230	1.08587	0.98523	0.98298	0.97828
<b>1991</b>	0.99182	1.03970	0.99925	1.01762	1.01964	1.01824	1.02117	1.02224	1.00702	1.08505	0.97731	0.97366	0.98226
<b>1992</b>	0.97764	1.06235	1.00234	1.02119	1.01777	1.01707	1.01423	1.01806	1.00400	1.09119	0.96818	0.97075	0.97399
<b>1993</b>	0.95619	1.03961	1.00061	1.01324	1.01391	1.01278	1.00837	1.01274	0.99960	1.07060	0.95664	0.97079	0.99620
<b>1994</b>	0.94611	1.01441	0.99937	1.00886	1.01077	1.00773	1.00612	1.01119	0.99807	1.07090	0.96540	0.96549	0.97036
<b>1995</b>	0.92535	1.00185	1.00088	1.00920	1.00835	1.00771	1.00663	1.00680	0.99659	1.07175	0.96570	0.95738	0.98069
<b>1996</b>	0.92071	0.98258	1.00648	1.01182	1.01371	1.01128	1.01166	1.01387	0.99879	1.08581	0.96944	0.95974	0.98685
<b>1997</b>	0.91320	0.97553	1.00443	1.00934	1.01235	1.00986	1.01078	1.01480	1.00091	1.09723	0.96019	0.95245	0.96896
<b>1998</b>	0.90465	0.97576	0.99576	1.00699	1.00810	1.00663	1.00912	1.01456	0.99685	1.10932	0.94943	0.94769	0.96341
<b>1999</b>	0.88569	0.96363	0.99170	1.00198	1.00185	1.00407	1.00580	1.00686	0.99399	1.11181	0.94373	0.94742	0.96736
<b>2000</b>	0.88472	0.94940	0.99325	1.00792	1.00722	1.00904	1.00955	1.01013	1.00292	1.11943	0.93203	0.94502	0.95275
<b>2001</b>	0.87730	0.95461	0.99944	1.01588	1.00833	1.01273	1.01305	1.01433	1.00780	1.11876	0.93983	0.96503	0.95716
<b>2002</b>	0.88733	0.93253	0.99736	1.01142	1.00828	1.00709	1.00797	1.01025	1.00093	1.12341	0.93686	0.96023	0.96962
<b>2003</b>	0.88518	0.94791	0.99917	1.01172	1.01187	1.00815	1.01155	1.01043	1.00587	1.11061	0.93595	0.97612	0.98465

# Appendix 4a. Private School October Headcount Enrollment

Year of Birth	Live Births	October	Pre-school	K	1	2	3	4	5	6	7	8	9	10	11	12	K-12	Total
1976	53,004	1982	2,949	4,168	4,755	4,395	4,203	4,142	4,102	4,377	4,544	4,213	3,397	3,138	2,982	2,730	51,146	54,095
1977	57,256	1983	3,400	4,609	5,356	4,816	4,489	4,259	4,330	4,261	4,473	4,415	3,827	3,415	3,178	2,939	54,367	57,767
1978	58,725	1984	4,350	5,206	5,731	5,323	4,843	4,502	4,354	4,241	4,151	4,345	4,008	3,483	3,145	3,012	56,344	60,694
1979	64,377	1985	5,032	5,510	5,592	5,053	4,838	4,338	4,147	3,967	3,848	3,767	3,640	3,531	3,241	2,941	54,413	59,445
1980	67,989	1986	5,962	5,812	5,685	5,102	4,797	4,483	4,180	3,892	3,638	3,548	3,153	3,143	3,147	3,068	53,648	59,610
1981	69,987	1987	6,198	6,055	5,690	5,284	4,852	4,492	4,281	3,917	3,615	3,441	2,881	2,933	2,989	2,918	53,348	59,546
1982	69,681	1988	6,435	6,034	5,788	5,152	5,124	4,447	4,332	4,130	3,602	3,383	3,097	2,728	2,720	2,817	53,354	59,789
1983	68,794	1989	6,717	6,590	5,879	5,330	4,904	4,743	4,249	4,189	3,823	3,410	3,006	2,860	2,587	2,561	54,131	60,848
1984	69,059	1990	7,325	6,595	6,075	5,504	5,121	4,799	4,754	4,324	4,105	3,845	3,074	2,944	2,701	2,446	56,287	63,612
1985	70,357	1991	6,900	6,800	6,043	5,744	5,327	4,971	4,673	4,729	4,244	4,036	3,351	3,008	2,692	2,520	58,138	65,038
1986	69,572	1992	6,346	6,629	6,300	5,812	5,569	5,088	4,950	4,757	4,651	4,114	3,608	3,231	2,853	2,530	60,092	66,438
1987	70,409	1993	6,667	6,836	6,355	5,890	5,734	5,411	5,054	5,056	4,793	4,546	3,675	3,455	3,068	2,642	62,515	69,182
1988	72,660	1994	6,984	7,237	6,465	6,075	5,806	5,607	5,354	5,252	4,980	4,659	4,023	3,533	3,196	2,861	65,048	72,032
1989	75,595	1995	6,812	7,552	6,806	6,209	5,859	5,687	5,636	5,597	5,244	4,977	4,109	3,852	3,362	3,007	67,897	74,709
1990	79,468	1996	7,217	7,686	6,944	6,373	5,929	5,712	5,609	5,720	5,484	5,126	4,188	3,784	3,524	3,010	69,089	76,306
1991	79,962	1997	6,863	7,754	7,221	6,651	6,222	5,788	5,684	5,791	5,744	5,317	4,517	4,226	3,738	3,410	72,063	78,926
1992	79,897	1998	7,168	7,794	7,297	6,935	6,502	6,045	5,799	5,885	5,680	5,497	4,671	4,353	3,977	3,445	73,880	81,048
1993	78,771	1999	5,613	7,517	7,270	6,969	6,658	6,251	5,850	5,777	5,669	5,439	4,636	4,394	3,956	3,544	73,930	79,543
1994	77,368	2000	7,636	7,608	7,290	7,048	6,685	6,430	6,160	5,955	5,551	5,445	4,731	4,388	4,131	3,669	75,091	82,727
1995	77,240	2001	7,849	7,605	7,308	6,811	6,564	6,432	6,209	6,109	5,671	5,301	4,720	4,486	4,079	3,794	75,089	82,938
1996	77,874	2002	8,028	7,400	6,757	6,522	6,263	6,042	6,069	6,083	5,715	5,369	4,406	4,409	4,162	3,760	72,957	80,985
1997	78,141																	
1998	79,640																	
1999	79,577																	
2000	81,004																	
2001	79,542																	
2002	79,003																	

**Appendix 4b. Private School October Grade Succession Rates**

<b>October</b>	<b>Birth-K</b>	<b>Birth-1</b>	<b>1-2</b>	<b>2-3</b>	<b>3-4</b>	<b>4-5</b>	<b>5-6</b>	<b>6-7</b>	<b>7-8</b>	<b>8-9</b>	<b>9-10</b>	<b>10-11</b>	<b>11-12</b>
<b>1983</b>	0.07848	0.09354	1.01283	1.02139	1.01332	1.04539	1.03876	1.02193	0.97161	0.90838	1.00530	1.01275	0.98558
<b>1984</b>	0.08087	0.09759	0.99384	1.00561	1.00290	1.02231	0.97945	0.97418	0.97138	0.90781	0.91011	0.92094	0.94777
<b>1985</b>	0.08104	0.08686	0.88170	0.90889	0.89573	0.92115	0.91112	0.90733	0.90749	0.83774	0.88099	0.93052	0.93514
<b>1986</b>	0.08304	0.08362	0.91237	0.94934	0.92662	0.96358	0.93851	0.91707	0.92204	0.83701	0.86346	0.89125	0.94662
<b>1987</b>	0.08690	0.08130	0.92946	0.95100	0.93642	0.95494	0.93708	0.92883	0.94585	0.81201	0.93023	0.95100	0.92723
<b>1988</b>	0.08771	0.08306	0.90545	0.96972	0.91653	0.96438	0.96473	0.91958	0.93582	0.90003	0.94689	0.92738	0.94246
<b>1989</b>	0.09543	0.08546	0.92087	0.95186	0.92564	0.95548	0.96699	0.92567	0.94670	0.88856	0.92347	0.94831	0.94154
<b>1990</b>	0.09374	0.08797	0.93621	0.96079	0.97859	1.00232	1.01765	0.97995	1.00575	0.90147	0.97937	0.94441	0.94550
<b>1991</b>	0.09774	0.08589	0.94551	0.96784	0.97071	0.97374	0.99474	0.98150	0.98319	0.87152	0.97853	0.91440	0.93299
<b>1992</b>	0.09415	0.09055	0.96177	0.96953	0.95513	0.99578	1.01798	0.98351	0.96937	0.89395	0.96419	0.94847	0.93982
<b>1993</b>	0.09408	0.09026	0.93492	0.98658	0.97163	0.99332	1.02141	1.00757	0.97742	0.89329	0.95759	0.94955	0.92604
<b>1994</b>	0.09573	0.08898	0.95594	0.98574	0.97785	0.98947	1.03918	0.98497	0.97204	0.88495	0.96136	0.92504	0.93253
<b>1995</b>	0.09503	0.09003	0.96040	0.96444	0.97950	1.00517	1.04539	0.99848	0.99940	0.88195	0.95749	0.95160	0.94086
<b>1996</b>	0.09612	0.08738	0.93638	0.95490	0.97491	0.98628	1.01490	0.97981	0.97750	0.84147	0.92091	0.91485	0.89530
<b>1997</b>	0.09705	0.09031	0.95781	0.97631	0.97622	0.99510	1.03245	1.00420	0.96955	0.88119	1.00907	0.98784	0.96765
<b>1998</b>	0.09895	0.09133	0.96039	0.97760	0.97155	1.00190	1.03536	0.98083	0.95700	0.87850	0.96369	0.94108	0.92162
<b>1999</b>	0.09716	0.09229	0.95505	0.96006	0.96140	0.96774	0.99621	0.96330	0.95757	0.84337	0.94070	0.90880	0.89112
<b>2000</b>	0.09850	0.09423	0.96946	0.95925	0.96576	0.98544	1.01795	0.96088	0.96049	0.86983	0.94651	0.94015	0.92745
<b>2001</b>	0.09766	0.09461	0.93429	0.93133	0.96215	0.96563	0.99172	0.95231	0.95496	0.86685	0.94821	0.92958	0.91842
<b>2002</b>	0.09470	0.08677	0.89245	0.91954	0.92048	0.94356	0.97971	0.93550	0.94675	0.83116	0.93411	0.92778	0.92179

**Appendix Table 5. Total Public and Private School October Headcount Enrollment**

<b>Grade</b>	<b>1982</b>	<b>1983</b>	<b>1984</b>	<b>1985</b>	<b>1986</b>	<b>1987</b>	<b>1988</b>	<b>1989</b>	<b>1990</b>	<b>1991</b>	<b>1992</b>	<b>1993</b>	<b>1994</b>
<b>K</b>	59,376	59,942	63,649	66,494	68,908	70,991	72,005	72,496	74,585	75,803	75,464	76,313	78,758
<b>1</b>	59,363	63,428	64,975	68,265	71,597	74,126	76,496	77,722	78,014	79,193	80,210	79,553	80,172
<b>2</b>	56,528	57,340	61,434	61,995	65,557	68,966	71,528	74,690	77,114	77,629	79,133	79,845	79,227
<b>3</b>	56,015	56,579	57,419	60,976	62,294	66,137	69,747	72,802	76,307	78,199	78,977	80,026	80,416
<b>4</b>	56,120	56,215	56,807	57,310	61,333	62,862	66,704	70,880	74,550	77,555	79,255	79,840	80,699
<b>5</b>	58,847	56,492	56,694	56,906	57,802	62,117	63,921	68,030	72,626	75,696	78,773	80,169	80,358
<b>6</b>	65,304	59,477	56,942	57,035	57,729	58,742	63,221	65,112	69,793	74,038	76,791	79,497	80,827
<b>7</b>	67,955	66,019	60,240	57,703	57,938	58,938	59,694	64,659	66,754	71,169	75,212	77,745	80,254
<b>8</b>	65,274	67,463	65,917	59,858	57,685	57,984	59,070	59,946	65,429	67,125	71,307	75,079	77,470
<b>9</b>	64,409	67,505	69,985	68,184	62,415	60,553	61,253	62,646	64,465	70,173	72,450	75,612	79,557
<b>10</b>	62,178	62,623	64,919	67,325	66,134	60,871	58,599	59,621	61,703	63,006	67,927	69,312	72,981
<b>11</b>	59,212	59,776	60,244	62,885	64,785	63,895	59,148	57,182	58,496	59,903	61,096	65,874	66,780
<b>12</b>	59,182	57,625	58,095	58,207	61,318	63,085	62,459	58,109	55,855	57,325	58,253	60,664	63,806
<b>1-6</b>	352,177	349,531	354,271	362,487	376,312	392,950	411,617	429,236	448,404	462,310	473,139	478,930	481,699
<b>7-8</b>	133,229	133,482	126,157	117,561	115,623	116,922	118,764	124,605	132,183	138,294	146,519	152,824	157,724
<b>9-12</b>	244,981	247,529	253,243	256,601	254,652	248,404	241,459	237,558	240,519	250,407	259,726	271,462	283,124
<b>1-12</b>	730,387	730,542	733,671	736,649	746,587	758,276	771,840	791,399	821,106	851,011	879,384	903,216	922,547
<b>K-12</b>	789,763	790,484	797,320	803,143	815,495	829,267	843,845	863,895	895,691	926,814	954,848	979,529	1,001,305
<b>Grade</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>					
<b>K</b>	81,088	81,308	80,716	79,054	76,041	75,944	75,924	76,737					
<b>1</b>	82,541	85,028	85,226	85,257	83,176	80,743	81,042	79,377					
<b>2</b>	79,981	82,599	85,081	84,609	84,282	82,442	80,223	80,061					
<b>3</b>	79,684	80,573	83,160	85,480	84,486	84,610	83,155	80,513					
<b>4</b>	80,920	80,549	81,354	83,606	85,375	84,820	85,006	83,267					
<b>5</b>	81,307	81,691	81,259	81,866	83,727	85,999	85,597	85,200					
<b>6</b>	81,098	82,273	82,693	82,149	82,285	84,576	86,990	86,104					
<b>7</b>	81,333	82,032	83,430	83,702	82,456	82,834	85,419	87,425					
<b>8</b>	79,994	81,123	81,935	82,938	82,992	82,456	83,187	85,191					
<b>9</b>	82,144	85,642	87,903	89,665	90,736	91,546	90,877	91,904					
<b>10</b>	76,795	79,434	82,437	83,522	84,605	84,636	86,077	85,126					
<b>11</b>	69,850	73,530	75,791	78,097	78,962	79,932	81,520	82,508					
<b>12</b>	65,364	68,624	71,243	72,861	75,245	75,131	76,348	78,849					
<b>1-6</b>	485,531	492,713	498,773	502,967	503,331	503,190	502,013	494,522					
<b>7-8</b>	161,327	163,155	165,365	166,640	165,448	165,290	168,606	172,616					
<b>9-12</b>	294,153	307,230	317,374	324,145	329,548	331,245	334,822	338,387					
<b>1-12</b>	941,011	963,098	981,512	993,752	998,327	999,725	1,005,441	1,005,525					
<b>K-12</b>	1,022,099	1,044,406	1,062,228	1,072,806	1,074,368	1,075,669	1,081,365	1,082,262					

Note: Some data by grade level are estimated.

Source: Private and Public School October Headcounts: Superintendent of Instruction.

**Appendix Table 6. Public School October Headcount Enrollment**

Grade	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
K	55,208	55,333	58,443	60,984	63,096	64,936	65,971	65,906	67,990	69,003	68,835	69,477	71,521
1	54,608	58,072	59,244	62,673	65,912	68,436	70,708	71,843	71,939	73,150	73,910	73,198	73,707
2	52,133	52,524	56,111	56,942	60,455	63,682	66,376	69,360	71,610	71,885	73,321	73,955	73,152
3	51,812	52,090	52,576	56,138	57,497	61,285	64,623	67,898	71,186	72,872	73,408	74,292	74,610
4	51,978	51,956	52,305	52,972	56,850	58,370	62,257	66,137	69,751	72,584	74,167	74,429	75,092
5	54,745	52,162	52,340	52,759	53,622	57,836	59,589	63,781	67,872	71,023	73,823	75,115	75,004
6	60,927	55,216	52,701	53,068	53,837	54,825	59,091	60,923	65,469	69,309	72,034	74,441	75,575
7	63,411	61,546	56,089	53,855	54,300	55,323	56,092	60,836	62,649	66,925	70,561	72,952	75,274
8	61,061	63,048	61,572	56,091	54,137	54,543	55,687	56,536	61,584	63,089	67,193	70,533	72,811
9	61,012	63,678	65,977	64,544	59,262	57,672	58,156	59,640	61,391	66,822	68,842	71,937	75,534
10	59,040	59,208	61,436	63,794	62,991	57,938	55,871	56,761	58,759	59,998	64,696	65,857	69,448
11	56,230	56,598	57,099	59,644	61,638	60,906	56,428	54,595	55,795	57,211	58,243	62,806	63,584
12	56,452	54,686	55,083	55,266	58,250	60,167	59,642	55,548	53,409	54,805	55,723	58,022	60,945
1-6	326,203	322,020	325,277	334,552	348,173	364,434	382,644	399,942	417,827	430,823	440,663	445,430	447,140
7-8	124,472	124,594	117,661	109,946	108,437	109,866	111,779	117,372	124,233	130,014	137,754	143,485	148,085
9-12	232,734	234,170	239,595	243,248	242,141	236,683	230,097	226,544	229,354	238,836	247,504	258,622	269,511
1-12	683,409	680,784	682,533	687,746	698,751	710,983	724,520	743,858	771,414	799,673	825,921	847,537	864,736
K-12	738,617	736,117	740,976	748,730	761,847	775,919	790,491	809,764	839,404	868,676	894,756	917,014	936,257

Grade	1995	1996	1997	1998	1999	2000	2001	2002	2003
K	73,536	73,622	72,962	71,260	68,524	68,336	68,319	69,337	70,496
1	75,735	78,084	78,005	77,960	75,906	73,453	73,734	72,620	74,071
2	73,772	76,226	78,430	77,674	77,313	75,394	73,412	73,539	72,560
3	73,825	74,644	76,938	78,978	77,828	77,925	76,591	74,250	74,401
4	75,233	74,837	75,566	77,561	79,124	78,390	78,574	77,225	75,131
5	75,671	76,082	75,575	76,067	77,877	79,839	79,388	79,131	77,854
6	75,501	76,553	76,902	76,264	76,508	78,621	80,881	80,021	80,045
7	76,089	76,548	77,686	78,022	76,787	77,283	79,748	81,710	80,856
8	75,017	75,997	76,618	77,441	77,553	77,011	77,886	79,822	82,190
9	78,035	81,454	83,386	84,994	86,100	86,815	86,157	87,498	88,651
10	72,943	75,650	78,211	79,169	80,211	80,248	81,591	80,717	81,894
11	66,488	70,006	72,053	74,120	75,006	75,801	77,441	78,346	78,790
12	62,357	65,614	67,833	69,416	71,701	71,462	72,554	75,089	77,143
1-6	449,737	456,426	461,416	464,504	464,556	463,622	462,580	456,786	454,062
7-8	151,106	152,545	154,304	155,463	154,340	154,294	157,634	161,532	163,046
9-12	279,823	292,724	301,483	307,699	313,018	314,326	317,743	321,650	326,478
1-12	880,666	901,695	917,203	927,666	931,914	932,242	937,957	939,968	943,586
K-12	954,202	975,317	990,165	998,926	1,000,438	1,000,578	1,006,276	1,009,305	1,014,082

Notes: Kindergarten enrollment excludes preschool handicapped students from 1973 forward due to separate reporting of preschool handicapped.

Enrollment figures exclude private, home school, and summer school students.

Enrollment figures for grades 11 and 12 combined now include a double counting of some students attending vocational skill centers outside their regular school district.

Unduplicated Running Start Headcount distributed in grades 11 and 12.

**Appendix Table 7. Private School October Headcount Enrollment**

Grade	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994
Preschool	2,949	3,400	4,350	5,032	5,962	6,198	6,435	6,717	7,325	6,900	6,346	6,667	6,984
K	4,168	4,609	5,206	5,510	5,812	6,055	6,034	6,590	6,595	6,800	6,629	6,836	7,237
1	4,755	5,356	5,731	5,592	5,685	5,690	5,788	5,879	6,075	6,043	6,300	6,355	6,465
2	4,395	4,816	5,323	5,053	5,102	5,284	5,152	5,330	5,504	5,744	5,812	5,890	6,075
3	4,203	4,489	4,843	4,838	4,797	4,852	5,124	4,904	5,121	5,327	5,569	5,734	5,806
4	4,142	4,259	4,502	4,338	4,483	4,492	4,447	4,743	4,799	4,971	5,088	5,411	5,607
5	4,102	4,330	4,354	4,147	4,180	4,281	4,332	4,249	4,754	4,673	4,950	5,054	5,354
6	4,377	4,261	4,241	3,967	3,892	3,917	4,130	4,189	4,324	4,729	4,757	5,056	5,252
7	4,544	4,473	4,151	3,848	3,638	3,615	3,602	3,823	4,105	4,244	4,651	4,793	4,980
8	4,213	4,415	4,345	3,767	3,548	3,441	3,383	3,410	3,845	4,036	4,114	4,546	4,659
9	3,397	3,827	4,008	3,640	3,153	2,881	3,097	3,006	3,074	3,351	3,608	3,675	4,023
10	3,138	3,415	3,483	3,531	3,143	2,933	2,728	2,860	2,944	3,008	3,231	3,455	3,533
11	2,982	3,178	3,145	3,241	3,147	2,989	2,720	2,587	2,701	2,692	2,853	3,068	3,196
12	2,730	2,939	3,012	2,941	3,068	2,918	2,817	2,561	2,446	2,520	2,530	2,642	2,861
1-6	25,974	27,511	28,994	27,935	28,139	28,516	28,973	29,294	30,577	31,487	32,476	33,500	34,559
7-8	8,757	8,888	8,496	7,615	7,186	7,056	6,985	7,233	7,950	8,280	8,765	9,339	9,639
9-12	12,247	13,359	13,648	13,353	12,511	11,721	11,362	11,014	11,165	11,571	12,222	12,840	13,613
1-12	46,978	49,758	51,138	48,903	47,836	47,293	47,320	47,541	49,692	51,338	53,463	55,679	57,811
K-12	51,146	54,367	56,344	54,413	53,648	53,348	53,354	54,131	56,287	58,138	60,092	62,515	65,048
	1995	1996	1997	1998	1999	2000	2001	2002					
Preschool	6,812	7,217	6,863	7,168	5,613	7,636	7,849	8,028					
K	7,552	7,686	7,754	7,794	7,517	7,608	7,605	7,400					
1	6,806	6,944	7,221	7,297	7,270	7,290	7,308	6,757					
2	6,209	6,373	6,651	6,935	6,969	7,048	6,811	6,522					
3	5,859	5,929	6,222	6,502	6,658	6,685	6,564	6,263					
4	5,687	5,712	5,788	6,045	6,251	6,430	6,432	6,042					
5	5,636	5,609	5,684	5,799	5,850	6,160	6,209	6,069					
6	5,597	5,720	5,791	5,885	5,777	5,955	6,109	6,083					
7	5,244	5,484	5,744	5,680	5,669	5,551	5,671	5,715					
8	4,977	5,126	5,317	5,497	5,439	5,445	5,301	5,369					
9	4,109	4,188	4,517	4,671	4,636	4,731	4,720	4,406					
10	3,852	3,784	4,226	4,353	4,394	4,388	4,486	4,409					
11	3,362	3,524	3,738	3,977	3,956	4,131	4,079	4,162					
12	3,007	3,010	3,410	3,445	3,544	3,669	3,794	3,760					
1-6	35,794	36,287	37,357	38,463	38,775	39,568	39,433	37,736					
7-8	10,221	10,610	11,061	11,177	11,108	10,996	10,972	11,084					
9-12	14,330	14,506	15,891	16,446	16,530	16,919	17,079	16,737					
1-12	60,345	61,403	64,309	66,086	66,413	67,483	67,484	65,557					
K-12	67,897	69,089	72,063	73,880	73,930	75,091	75,089	72,957					

Note: Some data by grade level are estimated.  
Source: Headcounts: Superintendent of Instruction.

**Appendix Table 8. Public and Private School Cohort Change: Grades 2-7 to 3-8**

October to October	Public and Private Schools October HC				Public Schools October HC				Private Schools October HC			
	Grades 2-7	Grades 3-8	Net Change	Percent Change	Grades 2-7	Grades 3-8	Net Change	Percent Change	Grades 2-7	Grades 3-8	Net Change	Percent Change
1982 to 1983	360,769	362,245	1,476	0.4%	335,006	336,018	1,012	0.3%	25,763	26,227	464	1.8%
1983 to 1984	352,122	354,019	1,897	0.5%	325,494	327,583	2,089	0.6%	26,628	26,436	-192	-0.7%
1984 to 1985	349,536	349,788	252	0.1%	322,122	324,883	2,761	0.9%	27,414	24,905	-2,509	-9.2%
1985 to 1986	351,925	354,781	2,856	0.8%	325,734	330,243	4,509	1.4%	26,191	24,538	-1,653	-6.3%
1986 to 1987	362,653	366,780	4,127	1.1%	336,561	342,182	5,621	1.7%	26,092	24,598	-1,494	-5.7%
1987 to 1988	377,762	382,357	4,595	1.2%	351,321	357,339	6,018	1.7%	26,441	25,018	-1,423	-5.4%
1988 to 1989	394,815	401,429	6,614	1.7%	368,028	376,111	8,083	2.2%	26,787	25,318	-1,469	-5.5%
1989 to 1990	416,173	425,459	9,286	2.2%	388,935	398,511	9,576	2.5%	27,238	26,948	-290	-1.1%
1990 to 1991	437,144	443,782	6,638	1.5%	408,537	415,802	7,265	1.8%	28,607	27,980	-627	-2.2%
1991 to 1992	454,286	460,315	6,029	1.3%	424,598	431,186	6,588	1.6%	29,688	29,129	-559	-1.9%
1992 to 1993	468,141	472,356	4,215	0.9%	437,314	441,762	4,448	1.0%	30,827	30,594	-233	-0.8%
1993 to 1994	477,122	480,024	2,902	0.6%	445,184	448,366	3,182	0.7%	31,938	31,658	-280	-0.9%
1994 to 1995	481,781	484,336	2,555	0.5%	448,707	451,336	2,629	0.6%	33,074	33,000	-74	-0.2%
1995 to 1996	484,323	488,241	3,918	0.8%	450,091	454,661	4,570	1.0%	34,232	33,580	-652	-1.9%
1996 to 1997	489,717	493,831	4,114	0.8%	454,890	459,285	4,395	1.0%	34,827	34,546	-281	-0.8%
1997 to 1998	496,977	499,741	2,764	0.6%	461,097	464,333	3,236	0.7%	35,880	35,408	-472	-1.3%
1998 to 1999	501,412	501,321	-91	0.0%	464,566	465,677	1,111	0.2%	36,846	35,644	-1,202	-3.3%
1999 to 2000	502,611	505,295	2,684	0.5%	465,437	469,069	3,632	0.8%	37,174	36,226	-948	-2.6%
2000 to 2001	505,281	509,354	4,073	0.8%	467,452	473,068	5,616	1.2%	37,829	36,286	-1,543	-4.1%
2001 to 2002	506,390	507,700	1,310	0.3%	468,594	472,159	3,565	0.8%	37,796	35,541	-2,255	-6.0%
2002 to 2003	502,570				465,876	470,477	4,601	1.0%	36,694			



**Appendix Table 9. Tracking Net Change in Public Headcount Enrollment in Grades 2-7 through the School Year to Enrollment in Grades 3-8 the Following Year**

Public School Year	October Enrollment Grades 2-7	May Enrollment Grades 2-7	Oct. to May Grades 2-7 Net Change		October Enrollment Grades 3-8	May to Oct. 2-7 to 3-8 Net Change	Oct. to Oct. 2-7 to 3-8 Net Change
	(1)	(2)	(3) (2)-(1)		(4)	(5) (4)-(2)	(6) (4)-(1)
1982-83	335,006	334,984	-22	1983	336,018	1,034	1,012
1983-84	325,494	325,601	107	1984	327,583	1,982	2,089
1984-85	322,122	322,737	615	1985	324,883	2,146	2,761
1985-86	325,734	326,698	964	1986	330,243	3,545	4,509
1986-87	336,561	337,870	1,309	1987	342,182	4,312	5,621
1987-88	351,321	353,110	1,789	1988	357,339	4,229	6,018
1988-89	368,028	370,519	2,491	1989	376,111	5,592	8,083
1989-90	388,935	392,328	3,393	1990	398,511	6,183	9,576
1990-91	408,537	409,855	1,318	1991	415,802	5,947	7,265
1991-92	424,598	425,702	1,104	1992	431,186	5,484	6,588
1992-93	437,314	439,141	1,827	1993	441,762	2,621	4,448
1993-94	445,184	444,997	-187	1994	448,366	3,369	3,182
1994-95	448,707	448,484	-223	1995	451,336	2,852	2,629
1995-96	450,091	450,313	222	1996	454,661	4,348	4,570
1996-97	454,890	454,954	64	1997	459,285	4,331	4,395
1997-98	461,097	460,583	-514	1998	464,333	3,750	3,236
1998-99	464,566	463,744	-822	1999	465,677	1,933	1,111
1999-00	465,437	465,109	-328	2000	469,069	3,960	3,632
2000-01	467,452	468,442	990	2001	473,068	4,626	5,616
2001-02	468,594	468,223	-371	2002	472,159	3,936	3,565
2002-03	465,876	465,538	-338	2003	470,477	4,939	4,601

**Appendix Table 10. Average Annual FTEs**

School Year	Total AA FTE <sup>1</sup>	Running Start K-12 <sup>2</sup>	Only <sup>3</sup>	Private/ Home-based <sup>4</sup>	Summer School <sup>5</sup>	UW Transition
1967-1968	751,353	751,353	-	-	-	-
1968-1969	771,725	771,725	-	-	-	-
1969-1970	785,549	785,549	-	-	-	-
1970-1971	784,522	784,522	-	-	-	-
1971-1972	772,780	772,780	-	-	-	-
1972-1973	759,369	759,369	-	-	-	-
1973-1974	756,085	756,085	-	-	-	-
1974-1975	750,057	750,057	-	-	-	-
1975-1976	748,106	748,106	-	-	-	-
1976-1977	744,362	744,362	-	-	-	-
1977-1978	742,085	742,085	-	-	-	-
1978-1979	734,917	734,917	-	-	-	-
1979-1980	729,450	729,450	-	-	-	-
1980-1981	722,616	722,616	-	-	-	-
1981-1982	712,764	712,764	-	-	-	-
1982-1983	701,774	701,774	-	-	-	-
1983-1984	699,619	699,619	-	-	-	-
1984-1985	702,547	702,547	-	-	-	-
1985-1986	708,949	708,949	-	-	-	-
1986-1987	720,876	720,736	-	140	-	-
1987-1988	734,088	733,850	-	150	56	33
1988-1989	748,701	748,418	-	150	100	33
1989-1990	768,663	768,356	-	139	131	37
1990-1991	795,753	795,404	-	178	137	33
1991-1992	823,404	823,040	-	162	169	33
1992-1993	850,225	849,759	-	189	240	36
1993-1994	868,814	865,796	2,502	202	278	37
1994-1995	886,247	881,914	3,695	226	354	40
1995-1996	904,288	899,001	4,452	253	541	40
1996-1997	923,467	917,439	5,510	231	246	41
1997-1998	936,435	929,605	6,251	189	347	43
1998-1999	946,385	938,829	7,001	125	390	41
1999-2000	948,485	940,493	7,467	139	347	38
2000-2001	951,033	942,436	7,938	185	434	40
2001-2002	956,567	947,582	8,306	169	467	43
2002-2003 <sup>6</sup>	958,936	949,498	8,801	100	467	71
2003-2004 <sup>7</sup>	961,748	952,055	9,055	100	467	71
2004-2005 <sup>7</sup>	965,351	955,147	9,395	100	467	71

DATA SOURCE: The Caseload Forecast Council (CFC) is the data source unless otherwise indicated.

<sup>1</sup> Average Annual Full-time Equivalent (AA FTE): 1968-1995 OFM; 1995-2000 SPI; 2001-2005 CFC. Includes K-12, Running Start, Private and Home-based, Summer School, and UW Transition Program FTEs. Individual columns may not equal total due to rounding.

<sup>2</sup> 1967-68 - 1991-92: OFM 1997-99 Biennial Budget Basic Education Forecasts: 1997-99, Appendix Table 1. 1993-94 - 1996-97 SPI 1251 report.

<sup>3</sup> 1993-94 - 1996-97 SPI 1251 report. FTEs of students enrolled in Running Start were reported separately beginning 1993-94.

<sup>4</sup> Private and Home-based includes children who are not enrolled in public school, but receive some ancillary services (e.g., testing or counseling) from the public school district. Home school or private school enrollment in a curricular activity is included in the K-12 FTE count. 1986-87 - 1987-88: OFM Biennial Budget Basic Education Forecasts: 1989-91, (estimate) page 2. 1988-89: OFM Biennial Budget Basic Education Forecasts: 1989-91, (estimate) page xi. 1989-90 - 1996-97: SPI.

<sup>5</sup> 1986-87 - 1987-88: OFM Biennial Budget Basic Education Forecasts: 1989-91, (estimate) page 2. 1988-89: OFM Biennial Budget Basic Education Forecasts: 1989-91, (estimate) page xi. 1989-90 - 1996-97: SPI.

<sup>6</sup> Nov 2003 CFC Estimate (final data available 1/2004).

<sup>7</sup> Nov 2003 CFC Forecast.



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